TRAINING OF NFE FACULTY OF STATE COUNCILS OF EDUCATIONAL RESEARCH AND TRAINING/ STATE RESOURCE CENTRES/ DISTRICT INSTITUTE OF EDUCATION AND TRAINING/ STATE LEVEL KEY FUNCTIONARIES OF EASTERN AND NORTH-EASTERN STATES IMPLEMENTING NFE PROGRAMME

DEPARTMENT OF ELEMENTARY EDUCATION
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
SRI AUROBINDO MARG, NEW DELHI-110016
2001

DLDI, NCERT
370 116
MAN (N-R)
F23400

TRAINING OF NFE FACULTY OF STATE COUNCILS OF EDUCATIONAL RESEARCH AND TRAINING/ STATE RESOURCE CENTRES/ DISTRICT INSTITUTE OF EDUCATION AND TRAINING/ STATE LEVEL KEY FUNCTIONARIES OF EASTERN AND NORTH-EASTERN STATES IMPLEMENTING NFE PROGRAMME

FEBRUARY 21-25, 2000
STATE COUNCIL OF EDUCATIONAL RESEARCH
AND TRAINING, CALCUTTA
(WEST BENGAL)

A REPORT
COORDINATOR
Dr. PUSHPA MANDAL

DEPARTMENT OF ELEMENTARY EDUCATION
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
SRI AUROBINDO MARG, NEW DELHI-110016
2001

CONTENT

I) INTRODUCTION

II) PROCEEDINGS OF WORKSHOP

III) ANNEXURES

APPENDIX

STATE NFE PROFILE

ACADEMIC PAPERS

LIST OF PARTICIPANTS

PROGRAMME SCHEDULE

PREFACE

The erstwhile Department of Education in Non-Formal and Alternative Schooling (DENFAS) presently Department of Elementary Education (DEE) has been entrusted with the responsibility of providing academic support and guidance to the States for implementing the 'Scheme of Non-Formal Education of Government of India' As an important step in this direction, the Department has been conducting training/orientation courses for various state level functionaries from time to time. This is an going activity of the Department This report is an outcome of one such training programme for NFE faculty SCERTs/SRCs/DRUs in DIETs and state level key persons from Eastern and North Eastern States This training programme was organized in SCERT,Calcutta from 21 2 2000 to 25.2 2000

The objective of this training programme was to orient the State level functionaries to effectively perform the roles and functions as envisaged for the implementation of the NFE programme

The report contains the day-to-day account of the proceedings and discussions. The report also contains the detailed academic papers on various aspects of the implementation of the NFE programme. These include, Roles and responsibilities of SCERTs/SRCs/SIEs/DRUs in DIETs; Teaching of language/Mathematics/EVS; Evaluation mechanism for NFE prog;characterstics of good question etc; strategies for capacity building at the State level, and Status Report on the implementation of the NFE programme by each state

It is hoped that the report will be an useful document for the NFE faculty of SCERTs/SRCs while planning training programme at the State level

I am specially grateful to Dr Pushpa Mandal, who took upon herself the entire burden of planning and conducting this training programme She also provided academic guidance throughout the duration of the programme and has prepared this report My thanks are also due to Shri Ishwar Chandra, who actively involved in various sessions and also acted as a resource person.

My special thanks is due to Ms. Geeta for final processing of the report in the computer

A.C Banerjee
Prof. and Head, DENFAS

Regional-Orientation Programme For Senior NFE Faculty of SCERTs/SIETs/SRCs/DIETs/DRUs from Eastern and North-Eastern States.

Duration 21st February to 25th February, 2000

Venue State Council of Educational Research and Training, Calcutta, West Bengal

INTRODUCTION

Non-Formal Education is viewed as an alternative strategy to provide education to non-enrolled children and school dropouts to achieve the goal of Universalisation of Elementary Education

Non-Formal Education as an alternative to formal Elementary Education was experienced with as early as 1978,at that time nine educationally backward States in the Country were persuaded to initiate experimental NFE Centres In 1988, following the introduction of the National Policy on Education (1986), a full fledged scheme of Non-Formal Education supported by the Central Government was introduced in ten educationally backward states, as well as all over the Country in urban slums, remote areas, desert and hilly regions.

The scheme of Non-Formal Education envisaged wide spread participation by State Governments as well as Voluntary Organization engaged in educational programmes, specially in rural and tribal areas The implementation strategy with regard to the academic components of the NFE programme includes detailed planning, implementation and monitoring schemes, modifications of minimum levels of learning (MLLS) suitable to the NFE learners, development of teaching – learning materials, adequate training of NFE functionaries working at different level in the States, identifying problems and issues to be addressed through action research at the State level

The State Council of Educational Research and Training (SCERTs) and the State Resource Centres (SRCs) entrusted with the responsibility of implementing the 'scheme'. The National Council of Educational Research and Training (NCERT) was entrusted the role and responsibility of providing training to the State level personnels through the Department of Education in Non-Formal and Alternative Schooling (DENFAS) This Department is working as a National Resource Centre for implementation of the Scheme of Non-Formal Education

The Department has been orienting the key NFE persons from SCERTs, SIEs, and DRUs in the areas of NFE mentioned above

One such orientation programme was organized at Calcutta from 21.2 2000 to 25 2 2000 for the NFE faculty of SCERTs/SIEs/SRCs/DRUs in DIETs from Eastern and North-Eastern States of India, namely, Assam, Andaman & Nicobar/ Islands, Arunchal Pradesh, Manipur, Maghalaya, Mizoram, Nagaland, Tripura and West Bengal

The training programme was attended by senior key NFE functionaries of SCERTs/SIEs/DIETs and DRUs from North-Eastern States mentioned above DRU faculty looking after NFE activities in DIETs from their States also attended the training programme In all, twenty(20) participants from nine(9) States participated in the training programme

Three experts from the State and three NCERT faculty acted as a resource person and took various session on different curricular areas (list of participants enclosed) Prof Rafatullah, Director SCERT, Calcutta acted as a Hon Director and Resource person in the orientation programme Sri Rafatullah also graced the programme and delivered a lecture on Teaching on language and its importance

The purpose of training programme

The Department of Non-Formal Education and Alternative Schooling as a National Resource Centre in NFE has a significant role in strengthening the academic support system at the SCERT level and develop specific skills in the NFE faculty members of SCERTs It is in this context that the present programme was being organized

The main objective of this programme were to -

- Develop management capacity of Alternative Schooling and Non-Formal Education (NFE and AS), among NFE faculty in SCERT/SIE;
- Pupil evaluation strategies in NFE and AS,
- Impart training in various teaching-learning strategies in NFE and AS in all the disciplines,
- Familiarize with the analysis of teaching-learning and other instructional materials;

Keeping these in view the present orientation programme included the following aspects of NFE and AS

1 NFE in the context of 9th Five Year Plan, role of States
2 Sharing of experiences of various Government institutions implementing NFE programme at the State level
3 Role of SCERTs/SRCs for capacity building at District, Project and Village level
4. Teaching Methology with teaching demonstration including preparation of teaching aids in the areas of Language, Mathematics and EVS
5 Analysis of Teaching-learning materials in the light of MLLS
6 Evaluation of achievement of the NFE learners including preparation of text –free test items

Participatory and activity based approach was adopted to orient the key NFE functionaries Group discussions was organized based on different issues related to NFE and AS The discussions in each sessions was initiated by resource person, programme coordinator and NCERT faculty through group and individual session It is being envisaged that the discussion would provide ample opportunity to the participants to share their experiences and clarify the basic components of emerging concepts and trends in primary education particularly in NFE

It was expected that the programme would meet the felt need of NFE faculty members of different SCERTs in discharging their responsibilities in a meaningful and fruitful way

21.2.2000

INAUGURAL SESSION

Field adviser, Calcutta, Dr Sukumar Das, welcomed the participants and Resource Person on behalf of NCERT While welcoming the participants, Dr. Das stated that this type of training programme hold important role to opertionalise educational developments and changes taking place in the society He expressed that the training programme would facilitate the participants in resource generating and capacity building at the DRU level He also mentioned about the National Curriculum Document, its various issues and concerns, which has a reaching implications in NFE Curriculum In this context he hoped that this programme may prove to be a useful forum for the participants for sharing their experiences regarding various aspects of NFE Curriculum and its implementation strategies at the State level

Dr Pushpa Mandal, Coordinator of the programme, appraised the participants about the back ground of the orientation programme, its main objectives, strategies to be adopted during the programme and expected outcome During her address she thanked those Head of State institutions, who had shown keen interest and send their representatives to take part in the programme. She said that NFE unit at these institutions are directly responsible for planning and implementations of NFE programme at the State level Faculty members of these institutions are directly involved in material development training for DRU functionaries looking after NFE programme and evolving effective monitoring system at the State level Hence, she stressed that the main focus of the programme is to generate a sound technical resource base and capacity building at these two levels In view of this, she stated that one of the significant role of the department is to strengthen the academic support system at SCERTs/SIEs and SRCs level. So that they can develop specific skills among DRU faculty to carry out their duty effectively, as envisaged by the MHRD document She asked the participants to play their vital role in this endeavour In this context she enumerated in brief the characteristics of the NFE learners She said that , it is a challenge before the Govt to impart education to the children of the deprived section of the society, having less qualified instructors, less number of instructional hour and inadequate teaching-learning materials. But inspite of all constraints, NFE programme has travelled a long distance It has emerged as a viable alternative to achieve the goal of UEE in the context of Education for all

Dr Mandal also stated that the 5 days orientation programme would be devoted to various issues and concerns of NFE programme, presentation of papers by Resource persons and NCERT faculty, through group and individual sessions.
Dr Refatullah, Hon Director, in his inaugural address, thanked the NCERT faculty and the participants He told that there is great expectation from the state educational agencies and representatives to fulfil the target of UEE He said that there is largest population of illiterates in the country Literacy rate increased from 52 % to 63 % till date , contribution of NFE in this context can not be ignored, he continued saying that today value of education and its proper placement in school education system is much talked of . In this context emerging issues are- our children are in constant touch with the school situation, but the children of

deprived society are engaged in various activities and are critical group. It is a great concern for all of us, as, how to bring this segment of children into the main stream of education system. Because provision of free and compulsory elementary education will soon come under fundamental right. So, Govt's sincere effort is to deliver quality education through NFE centers, since NFE is being proved to be a viable alternative to achieve UEE.

He enumerated that today, there is emphasis on life long education. Everybody should have privilege of education. There is development in all aspects of education, viz, Educational Technology, Information Technology. But unfortunately, at reaching to the modern. He should raise our mental and think of their 67 million of deprived and out of school children of the country

He said that, there is psychological problem among these children because of various socio-economic and cultural constraints They are prone to many vulnerable diseases Instructor can play a vital role in developing positive attitude towards life among them Emphasis should be in developing life skills and abilities to combate risks, such as – Self –awareness, Empathy, Coping with emotion, Coping with stress, Decision –making, Problem solving, Creative thinking, Effective communication, and Interpersonal relationship.
He further enumerated that children from disadvantaged sector of society are suspectable to various vices, they get stray experiences that may not be good always, in view of this the task of SCERTs functionaries become very crucial in terms of capacity building among DRU faculty in DIETs.

The inaugural session concluded with the vote of thanks by Sh Ishwar Chandra.

In the next session Sh Ishwar Chandra appraised the participants with the revised NFE Schme in IXth Plan He said that from onwards NFE will be covered under the umbrella of **Sarva Siksha Abhiyan as 'Alternative' and Innovative Education(AIE).** He enumerated the highlights of the revised NFE Scheme

Some of the important features of NFE in IX Plan are as following ·

1. Universalisation of Elementary Education (UEE) will be renamed as Alternative Innovative Educaation ,
2. AIE will be covered in the framework of Sarva Shiksha Abhiyan.
3. This will be extended upto VIII standard
4. The average expenditure per child per year in respect of Primary and Upper Primary Stage will be Rs 1100 and Rs 1300 respectively
5. The Instructors will be called/termed as para-teacher
6. They will be paid Rs 1000 p m with an increment of Rs 50 per year on completion of two years of satisfactory service
7. The minimum qualification of Para-teachers will be XII passed and their selection will be made through the respective VECs
8. There will be combined test of AIE and Formal Education
9. The Formal School Education teachers will be involved in conducting the test
10. Regarding Evaluation; the State govt will have to take a decision on whether the learners of AIE will be evaluated by the host State or the National Open School.

The presentation was followed by the status report from different states

SHARING OF EXPERIENCES

Being enriched with the main features of revised Scheme of NFE in IXth Plan, participants came out with their experiences regarding NFE Programme and profile in respective States This was devoted to sharing of experiences

Tripura :- There are no Govt run NFE centre and as such no proposal regarding NFE programme have submitted However Six Non-Govt organizations are involved in implementing NFE programme There are about 300 centres catering about 6500 dropouts children. SCERT faculty has trained Instructors and Supervisors appointed by various NGOs in the State In this process about 162 instructors have been trained . Textbooks for first-year children have been prepared on the basis of prescribed MLLs. NGOs are also involved in this activity

Assam : -_NFE was implemented in the State in 1980 according to NCERT's directions There are 121 projects with 90 centres in each project is in operation Preparation of Teaching-learning materials is under process. Emphasis is an activity based teaching at NFE centers. Existing books utilized for NFE centers are in Boro, Assamese, and Bengali language

Manipur :- There are 55 projects and 3112 NFE centers under Govt. sector Manuscripts for teaching-learning materials have been developed up to V Standard

Sikkim : - The State has State Institute of Education(SIE) . However NFE Scheme is not being implemented by SIE Earlier, there were 411 NFE centers under Adult Education Cell, till 1996 Open School System is in operation in the State. Only one DIET is being functioning in the State.

Meghalaya :- There are 150 NFE centres in State Centres are in School less villages These villages were identified and centre has been set up with the help of community Curriculum prepared by Meghalaya Board of School Education is followed in NFE centres Examinations are being conducted according to MBOSE rules

West Bengal :- From 1996 Total Literacy campaign has been launched in the State SCERT is involved in the development of Primars for the children under T L C

Nagaland :- NFE programme so far is not being implemented in the State Facilities are provided through National Open School for the education of out of school children in the state.

Various Sessions in Progress

Discussion Session

Presentation by Pushpa Mandal

Demonstration teaching in NFE Centre

After presentation of State NFE profile, discussions followed. Main points that emerged from the discussion was that the Curriculum for NFE should be job-oriented and relevant to the place and the people of the region.

DUTIES AND RESPONSIBILITIES OF NFE FACULTY OF SCERTS/SIES/BRCS/DIET-DRUS.

Programme Coordinator Dr Pushpa Mandal initiated discussion on the duties and responsibilities of NFE faculty in SCERTs/SIEs and SRCs in States. In this context she mentioned that a research study titled 'A Status study of SCERTs/SIEs/SRCs in NFE and Alternative Schooling' has been conducted by her. It reveals some of the strength and weaknesses of working of these state Govt institution implementing NFE programme at the state level where departments intervention is sought She said that it was surprising to note that in nine States NFE is being implemented by SCERTs NFE unit. The participants were interested in knowing the major findings of the study Accordingly Dr. Mandal highlighted the major findings of the study She told that findings were classified into two broad categories –

Academic and Administrative (Detailed paper enclosed in Appendix)

She continued to explain the various duties and responsibilities of SCERTs/SIEs NFE faculty While explaining she told that SCERTs NFE faculty is directly involved in planning and implementation of NFE Scheme at the State level as a nodal agency To equip the DRU faculty with necessary expertise in the areas of material development, training, action research in 'Hard –Spots', monitoring of NFE programme and evaluation of achievement of NFE children,are some of the major function of SCERTs NFE unit NFE unit is expected to conduct programme at three levels of functionaries as follows (paper is appended in appendix)

i) District level officers

ii) Project level officers

iii) DRU faculty members in DIETs

22.2.2000

Activities initiated with the presentation of report on previous days proceedings and discussions followed on various issues of the NFE programme.

TEACHING OF LANGUAGE

Ms Prabha Srivastava took up the session on MLLs at the Primary stage of Education (Curricular aspect). She told that 'Education is education' whether Formal or Non-formal. She stated that goal of Education is to help a child/learner to become a total human being. The first stage of a child's learning is through his environment e.g. his home, his parents etc. Learning starts by asking these questions-

How ? – How to do it ?
What ? – What to teach ?
Which ? – Which way to teach?
Where ? – Where to teach ?

She told that combination of all these will make a framework of Curriculum
The next programme was conducted by Dr Pushpa Mandal, Programme Coordinator, NCERT She took the session on teaching of language at primary stage In her deliberation she highlighted on the following aspects of teaching of language

- Objectives
- Methodology,
- Actual teaching-learning strategies
- Mechanism of evaluation

She told that the major objectives of teaching language as mother language for a learner,constitute development of language abilities, listening, speaking, reading and writing During her deliberations she told that the overall objectives of teaching language also aims at helping child to develop appropriate reading interests and proper study habits. The child is also to be helped to acquire information from various types of content and learn to use it in his everyday life in a befitting manner.

She continued that the content of language possesses potentialities for helping the child not only as a learner but also as a person, a citizen and a worker Thus scope of Language is as wide as life, therefore, teaching of language can help the child to play all these roles effectively. The realization of these objectives will largely depend on instructional strategies which the teacher may employ in the classroom She also demonstrated simulation teaching among the participants Gave demonstration on how to teach a poetry with different kinds of teaching aids.

After deliberations, participants expressed their views in the concerned areas. They asked question, which were discussed in a participatory mode with NCERT faculty.

TEACHING OF MATHEMATICS

Shri Ishwar Chandra, faculty NCERT, acted as a resource person and took the session on teaching of mathematics in NFE setting He divided the entire content area in mathematics at primary level into the following three parts.

(i)	Number System	Whole numbers, Four Fundamental Operations (addition, subtraction, multiplication, division), Factors, Multiples, Primes, HCF, LCM, Fractions, Decimals, Percents, Average
(ii)	Measurement	Money, Length, Mass (Weight), Capacity, Time, Area
(iii)	Spatial Concepts	Point, Line-segment, rectangle, square, circle, triangle

He suggested the following methodology in teaching-learning of mathematics

(1) Before introducing materials for introducing a particular competency, ensure that earlier competencies required its development are well taken care of For that purpose a written/oral test meant for testing earlier competencies may be used For example, for teaching 'addition' first ensure that the children are well aware of counting numbers and place-values of the digits The following types of oral/written questions may be asked·

(i) Which number comes just after 16?

(ii) Which number comes just before 23?

(iii) Which of 59 or 73 is greater?

(iv) Write all numbers from 87 to 95?

(v) How many whole numbers lie between 97 and 105?

(vi) Arrange the following numbers in ascending order :

60, 74, 28, 37, 92, 9, 49, 29, 68
What is the place value of 8 in 28067 of 0?

(vii) What is the difference of the place values of two 5s in 50512?

(2) The stage of 'introduction' of materials for the development of a particular competency is very important It is here that the interest of the child gets affected. If the 'introduction' part is lively, well related to practical life situations of the children and other competencies so that the learners feel its need, they are motivated for its learning If it is not so, they may get bored and lose their interest For example to introduce 'counting', the following situation may be generated, so that the children feel the need of counting in their day-to-day life.

"Suppose we buy a packet of biscuits (containing 10 biscuits) and there are 25 children learning at an NFE centre, we want to give one biscuit to each child How many children will be left without a biscuit? How many more biscuits should we buy?"

(3) Keeping all MLLs, to be achieved, in mind, make a complete analysis of the textual materials/content related to a particular competency. Acquaint yourself with the purpose for which a particular ontent/figure/table/chart/graph

has been providedin teaching-learning materials All your explanations should be made with the help of locally available materials For example to make children understand the concept of 'addition' explain that 'addition' means "combining of corresponding objects together and counting their total number" Suppose we want to add 3 and 5, we take any three objects say 3 pencils and next we take 5 pencils,

we now combine these pencils together and count the total number of pencils Since
we have 8 pencils, we say that

$$3 + 5 = 8$$

(4) For each competency make a list of mistakes often committed by the children in learning that competency For example in 'addition' a number of children make mistake in 'carrying' They often 'do not carry' or 'forget carrying' while additing numbers having two or more digits.

(5) Would your teaching so that the likely mistakes often committed by children do not occur For that purpose, you may put particular emphasis on teaching the corresponding content/competency To remove likely mistakes you may make use of various teaching aids like charts, stories, play-way techniques, tables, graphs, figures, etc For example, to remove the mistake of 'carrying in addition' you may proceed as follows in case of two numbers, say 28 and 39.

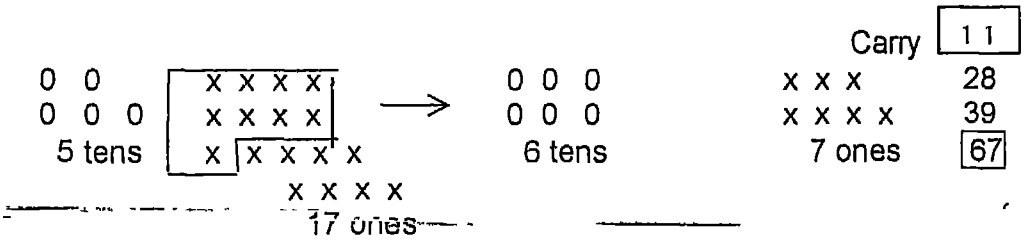
28 + 39 = ?

28 → 2 tens 8 ones → 0 0 x x x x
x x x x

39 →3 tens 9 ones → 0 0 0 x x x x x
x x x x

[Each 0 contains 10 ones (x)]

Let us combine objects together and count the total number of 'tens' and 'ones'



(Emphasize that one 'ten' is generated extra when we combine ones together)

Note: Explain and emphasize that whenever there are 10 or more single objects (ones), new packet(s) of 10 objects (tens) will be formed which will be combined with the packets of tens

Thus, 28 + 39 = 67

(5) *In teaching-learning of various competencies, use recreational materials* whenever available For example in teaching of 'addition', you may ask the children to find the sum of numbers in each now column and diagonal of each of the following magic squares.

36	15	30
21	27	33
24	39	18

626	633	610	617	624
632	614	616	623	625
613	615	622	629	631
619	621	628	630	612
620	627	634	611	618

The children will be thrilled to observe that in each of the magic squares, the sum of each row, each column and each diagonal comes out to be the same. Next, they may be taught how to construct a 3x3 magic square.

(7) One of the important objectives of teaching mathematics is the development of power of thinking and reasoning. Undertake activities in the classroom situation that this power is enhanced. For example, in teaching of four fundamental operations, questions of the following type may be asked and the children may be given sufficient time to discover their answers (solutions)

(i) Determine two numbers whose sum is 6.
How many pairs of such numbers are possible?
(ii) Determine two numbers whose difference is 5
How many pairs of such numbers are possible?
(iii) Determine two numbers whose product is 12
How many such numbers are possible?
(iv) Determine two numbers whose sum and product are equal

(8) As NFE children get less time at home to complete their home-assignments (home work), undertake most of the learning activities at the NFE centre itself In these activities, make use of immediate environment and the practical day-to-day life of the children Both individual and group activities may be encouraged and undertaken Learning activities developed during training programme can be utilized

(9) In each major competency, prepare enrichment materials for bright children. For example, the rationale (why aspect) for the process of multiplication, rationale for the division method of finding HCF of two numbers, etc may be developed Many times, the materials to be taught in future serves as enrichment materials for the present.

(10) In competencies, which children often find difficult to understand and grasp, prepare/collect materials for poor children (slow learners) More practice by such children and extra time given by the instructor to such learners also help in bringing them at par with other learners.

(11) For each unit (a collection of related competencies) test the achievement of the children by means of written and oral test items.

A table of the following type called "Blue Print" for a unit test may be prepared first.

Level					
Competency	Knowledge	Understanding	Application	Skill	Total
1					
2					
3					
10					
Total					

Note. The call of the table will contain the number of marks.

The days programme concluded with discussions on various issues regarding teaching of mathematics at NFE centers. The participants expressed their concerns, organization of more content based training on various curricular areas from time to time They also shared their views on less qualified instructor and the problem they face in teaching-learning process

23.2.2000

As a customary procedure, the programme started with presentation of previous days activities. Participants expressed their satisfaction that they have been benefited by the various items and contents of the training programme to a great extent

ORGANIZING LANGUAGE ACTIVITIES DURING TRANSACTION OF LESSON

Dr. Pushpa Mandal initiated the session discussing about teaching learning strategies adopted during teaching of language in classroom situation. She explained about how a teacher should plan and organize language activities before taking the class at primary stage

She discussed all the aspects of teaching learning strategies during her deliberations In order to make the lesson effective and interesting, she categorically mentioned that the teacher has to develop all the skills of language learning i e listening, speaking, reading and writing in all the children of the NFE centers through activities. For this purpose, she stated that, the teacher has to listen to each child's difficulty carefully to ensure that each child achieved the competencies of listening carefully, speaking fluently and writing with accuracy She emphasized that, before coming to the class a teacher should prepare the lesson plan and enlist those activities which are to be undertaken in the classroom or outside She also mentioned that a teacher should evaluate the achievement level of each child to know as to what extent the teacher has been successful in achieving the competencies among the learners during teaching learning process She demonstrated the teaching of prose and writing of composition at primary stage

The next programme of the day was discussion on teaching methodology of Mathematics Shri Ishwar Chandra with his innovative ideas made his deliberation very lively and effective He told that before starting any topic or lesson in Mathematics the children of the centre need to be motivated and this is possible through presentation of recreational mathematics . The child will feel that there is fun in mathematics and the subject is not a dull one as it is commonly known He gave a number of example of games to solve mathematics He made the concept of addition, subtraction, multiplication and division very clear He also explained the concept of zero ,particularly the concept why division by zero is undefined.

All the participants enjoyed the discussion on teaching-learning strategies in language and mathematics because all the time it was participatory .

The afternoon session started with presentation of demonstration lesson on teaching of language by a participant from Assam under the guidance of Dr Mandal in NFE centers visited. This was followed by teaching lof mathematics by another participant from Tripura under the guidance of Shri Ishwar Chandra Finally demonstration teaching of environmental science was taken by a participant again from Assam under the guidance of Shri N B. Hota in the NFE center of Shanti Sangh , located in Kasba. All the participants enjoyed the prompt response of the children who were from different work places from where they are working as a child labourer

Some of the participants were taken to another NFE Centre meant for street children for teaching demonstration Shri Ishwar Chandra conducted lesson in teaching of mathematics

In the last session participants expressed their experiences based on the observations at NFE centers. They pointed some of the gap areas of the participants observed during demostration teaching.

24.2.2000

The programme resumed with previous days proceedings During discussions the participants expressed various administrative problems faced by them in implementing NFE programme.

Programme coordinator and other NCERT faculty discussed their problems and the measures to be taken at their level to operationalize the programme efficiently

TEACHING OF ENVIRONMENTAL STUDIES

Ms Madhumita Chakrovorty acted as resource person and took the session on teaching of environmental studies (EVS) in NFE setting. She initiated the topic with Swami Vivakananda's definition of education saying that, 'education is the manifestation of perfection already in man'. She told that education makes a man conscious and consciousness brings revolution She highlighted the following points·

- because of heterogeneous group of learners at NFE centers, the approach of teaching adopted by instructor should be varied in nature. The children come to NFE centers, are generally dropouts, street and working children, and child labour. They are mostly socially and economically deprived They are to face a number of constraints in their day to day life situations.
- Teaching learning process plays an important role for this type of situation. It is necessary that the instructor build an emotional rapport with the children Teaching learning approach selected, should ensure children's participation to make learning a joyful event

- Group work should be encouraged wherein the elder children could be involved to teach the younger ones. Peer group teaching approach is useful in one teacher situation Teaching aids should be used to make the teaching interesting which would lead learning easier and in stress free atmosphere.
- Continuous and comprehensive evaluation should be followed at the end of every curriculur area, if possible The objective of evaluation is not to detain the children but to identify his weaknesses and provide remedial teaching. (details in appendix)

The session concluded with discussion on various issues emerged from the deliberation. The participants expressed their experiences concerning to the area.

TEACHING OF SCIENCE

At primary stage science and social studies are taught as one subject as environmental studies (EVS) For capacity building of NFE faculty at the State level, the teaching of science and social studies were taught separately in the training programme.

Shri Navendu Hota, acted as resource person and took the session on science at primary stage The highlights of the deliberation were as follows:

- A teacher should first identify the slow learners in the class Maturity level and ability of the children also needs to be identified. On this basis children should be divided into groups to facilitate learning according to their own pace.
- Teaching of science is non-textual Instructors need not always depend on textbook for teaching science For example, to teach the properties of soil, instructor can use a glass of water and soil.

- Instructor needs to plan his lesson according to the space available in the class There is ample scope for a science teacher to use teaching aids from the surrounding of the center location

METHODS OF TEACHING SCIENCE

- Activities which can be performed without investing money ,for example, glass,water,soil etc.
- Day-to-day life situations can also serve as the basis of teaching science i.e , children's experiences and observations related to surroundings.
- Involvement of five organs in teaching science, i.e. learning by
  - **(I) Seeing**
  - **(II) Hearing**
  - **(III) Touching**
  - **(IV) Tasting**
  - **(V) Smelling**

EVALUATION : -

Prevailing concept is that at the terminal stage, through oral and written test a child is either promoted or detained Instead, there should be continuous comprehensive evaluation

- Evaluation on the basis of response given by the child after the completion of a lesson or a chapter.(detailed paper in appendix)

The deliberation followed by discussion on a participatory mode. Participants raised various issues emerged from the deliberations. They expressed their concerns regarding dearth of teaching learning material and its untimely distribution Programme Coordinator and NCERT faculty had discussion on how to solve the problems at their level. It was told that they should take initiative and come out with solution. They need to empower the DRU faculty as far as teaching learning activities and development of teching-learning material is concerned at the State level

25.2.2000

The concluding days activities initiated with presenting the previous report Necessary modifications were done on the reactions from the participants Pushpa Mandal took the first session of the concluding day on Analysis of Teaching Learning Materials adopted by various State institutions for implementation of NFE programme. In this context she discussed the roles and responsibilities of project officers, supervisors and instructors, who perform this task at various levels During her deliberations she explained on the following points .

(i) Need of analysis

(ii) Scale or criteria followed during analysis

She stated that it is important to know whether a set of textual material provided for a particular clintale group is suitable in terms of the age, background, and their need. While carrying out analysis procedure one has to consider these aspects as mentioned above and many other to the concerned area. On the basis of analysis necessary modifications suitable for a particular clintale group is undertaken.

Secretary, Primary Education, Calcutta, graced the occasion and took a session on teaching of language and organizing activities in the classroom situation. He facilitated the participants on the following items ·

- The role of a teacher
- The role of education in social development

- Importance of textbooks in terms of :

Phonology
Graphology
Morphology
Syntax
Text themes

In this context he also highlighted the main features of 'International Education Commissions Report (Delors Commission) He highlighted the major points in reference with the four pillars of education i.e **Learning To :**

Know
Do
Leave Together
Be

He explained the four points in detail

EVALUATION OF CHILDREN UNDER NFE PROGRAMME

This issue was taken up by Shri Ishwar Chandra,senior faculty of the department He stated the nature in NFE is different from that in formal school system since the emphasis in NFE is on the achievement of competencies namely viz. mastery-learning Thus remedial teaching is an important component of NFE. In view of this, evaluation in this system has to be continuous and comprehensive It takes care of all the three domains of human behavior cognitive affective and psychomotor, where as, in formal system the focus remains on cognitive aspect only and affective and psychomotor aspects remain almost neglected

While explaining the concept of evaluation of the achievement of NFE children, he discussed different forms of question(test items) emphazing that a particular form of test item is more suitable than others in a particular situation Therefore, all forms of test items are important (details in appendix)

Since test items important tools for evaluating the performance and achievement of learners, he discussed in detail the characteristic of a good question He stated that it is ,through questions, oral and written that can rightly measure the desirable set of competencies attained by the children at the completion of both primary and upper primary stages (detailed in appendix)

VALEDICTORY SESSION

This session was held on 25 2 2001 at 3 pm
Programme coordinator thanked all the participants,' resource persons, field advisor and Hon ,Director for their sincere cooperation, participation and active involvement in all the sessions in general and in group session in particular . She expressed her gratitude for Hon Director and secretary, primary education Calcutta for their valuable contributions and suggestions regarding the orientation programme She thanked all the other members involved directly or indirectly ,in making the programme successful. She told that the suggestion given by Hon Director, would be looked into depth to incorporate in the planning period for next orientation programme

One senior faculty from each state among the participants expressed their reactions and opinions on the programme They expressed that this kind of programme should be organized on regular basis to appraise the concern functionaries with the latest educational developments at the national level

Programme coordinator addressed to some of the administrative problems at different level of NFE programme implementation process. She stress that if one is committed towards his responsibilities, he can overcome many problems instantly They should try to keep themselves abreast with the latest schemes and provisions to operationalize educational programme smoothly at the state level

Honarary Director,Prof Refatullah also addressed the participants. He once again reminded the participants about their roles and responsibilities in their respective areas

The orientation programme came to a close at 6 pm on 25.2.2001

APPENDIX

STATE NFE PROFILE

ACADEMIC PAPERS

LIST OF PARTICIPANTS

PROGRAMME SCHEDULE

Status of NFE Programmes

1. Name of the State : Assam

2. Name and Address of the Director, SCERT/SIE/SRC : Dr. S.K. Choudhury
Director, N. Formal Adult Education
Govt. of Assam, Hatigaon, Lakhi...
P.O. Dispur, Ghy-6

3. Whether NFE scheme has been implemented in the States : [✓ Yes]/No Yes

   (a) If yes, mention the year of launching the scheme : 1980

   (b) If not, the reason : Does not arise

4. The name and address of the nodal agency in the State for implementation of NFE programmes : Dr. S.K. Choudhury
Director, N.F and Adult Education, Govt. of Assam, Hati...
Lakhiminagar, P.O: Dispur
Ghy-6

5. If the answer of question No. 3 is 'yes', answer the following questions those follows

6. Mention staff position :

No. of Posts sanctioned		Posts Filled	Posts Vacant
Director — 1	Steno — 1	All posts are filled up	No vacancy
Dy " — 1	Supervisor — 635		
Sr Consultant — 1	Dist Officer = 16		
Consultant — 4	P.O = 121		
P.A — 138			
U.D.A — 136			
L.D.A — 139			
G-IV			

7. How many of the existing faculty members are trained : Only one faculty member was trained by NCERT in 1991

8. Indicate the area of training and the name of faculty undertaken training : Shri Lakhi Das - Consultant was trained in Text Book Writing during 1997.

9. Mention the areas in which further training is needed : Text Book writing, Teachers training management and planning

N.B. Attach extra sheet, if necessary.

12/8/99
DIRECTOR
NON-FORMAL AND ADULT EDUCAT
ASSAM, HATIGAON, GUWAHATI

LIST OF FACULTY MEMBERS OF NFE TRAINED IN:

A. TRAINING PROGRAMME FOR KEY PERSONS OF THE NFE;

Sl.No.	Name.	Designation.	Remark.
1.	L. Bijoy Singh	Project Officer/NFE	Utilised as Consultant (N
2.	Th. Kondumba Singh	-do-	-do-
3.	H. Ibohanbi Singh	-do-	-do-
4.	B. Manglem Singh	-do-	-do-
5.	N. Debendra Singh	-do-	-do-
~~6.~~	~~G. Sanatombi Sharma~~	~~-do-~~	-
7.	K. Lokendro Singh	-do-	-
8.	Y. Biren Singh	-do-	-
9.	W. Basudev Singh	-do-	-
10.	N. Bijoy Singh	-do-	-
11.	S. Biswajit Singh	-do-	-
12.	H. Joykumar Singh	-do-	-
13.	S. Ranjit Singh	-do-	-
14.	G. Raghumani Singh	-do-	-
15.	R.K. Jayantakumar Singh	-do-	-
16.	Th. Sahadeva Singh	-do-	-
17.	L. Lokendro Singh	-do-	-
18.	W. Shyam Singh	-do-	-
19.	J. Irabot Singh	-do-	-
20.	K. Momon Singh	-do-	-
21.	S. Singshit	-do-	-
22.	N. Umabati Devi	Supervisor NFE	-
23			

B. TRAINING PROGRAMME FOR FACULTY MEMBERS OF SCERT/SRCs AND KEY PERSONS IN NFE AND ALTERNATIVE SCHOOLING.

1.	N. Debala Devi	Joint Director/NFE
2.	L. Bijoy Singh	Consultant/NFE
3.	B. Manglem Sharma	Project Officer/NFE
4.	Ch. Mangi Singh	-do-
5.	H. Sotojit Singh	-do-
6.	L. Shumobala Devi	-do-

STATUS OF NFE PROGRAMME

1. Name of the State : Manipur

2. Name and Address of the Director, SCERT : Bobby Waikhom, MCS,
Director, SCERT/NFE,
D.M. College Campus, Imphal - 795001
Tel. No. 220398.

3. Whether NFE Scheme has been implemented in the State : Yes.
   a) If yes, mention the year of launching the scheme. : April, 1989.
   b) If not, the reason : N.A.

4. The name and address of the nodal agency in the State for implementation of NFE Programme : Directorate of SCERT/NFE,
Govt. of Manipur.
D.M. College Campus,
Imphal - 795001.

5. If the answer of question No. 3 is yes, answer the following questions those follows. :

6. Mention Staff Position :

No. of Posts sanctioned.		Posts Filled.	Posts Vacant
i) Project Officer NFE	- 55	55	Nil
ii) Accounts Clerk	- 55	55	Nil
iii) L.D.C.	- 55	55	Nil
iv) Peon	- 55	55	Nil

7. How many of the existing faculty members are trained. : 25 (list enclosed)

8. Indicate the area of training and the name of faculty undertaken training. :
   a) Training Programme for Key Persons of the NFE -Directorate of SCERT/NFE, Govt. Manipur in collaboration with [illegible] New Delhi.
   b) Training Programme for faculty members of SCERTs/SRCs and Key Persons [illegible] and alternative Schooling-NCERT New Delhi.

9. Mention the areas in which further training is needed :
   a) Evaluation : i) Development of evaluation tools [illegible] for NFE learners
      ii) NFE Programme [illegible] methodology
   b) Research methodology for the faculty members of SCERT/NFE.
   c) Workshop on development of educational/teaching aids/[illegible]
   d) Programme on educational [illegible] Data Processing in maintaining Management Information System [illegible]
   e) Project Officer Training.
   f) Key Resource Person Training.

Non-Formal Education [illegible]

1. Date of inception - 1987-'88
2. No. of Centre till date - 260 centres
3. No. of Instructors - 260
4. No. of Supervisors - 15
5. No. of enrolment during the last 5 years (Year-Wise)

1994 - 95 - 2522
1995 - 96 - 2206
1996 - 97 - 2208
1997 - 98 - 2536
1998 - 99 - 2413

6. Report of Achievement under NFE Project.

Year	Children who joined Formal schools after receiving Non Formal Education	No. of children promoted to the next level in NFE Centre	No. of children who get through in the Public Examination from NFE Centre but appeared in Formal School as a Private Candidate	No. of children who dropped from NFE Centre due to [illegible]
1	2	3	4	5
1994-'95	324	1880	23	295
1995-'96	425	1562	40	179
1996-'97	202	1793	12	201
1997-'98	344	1865	52	275
1998-'99	506	1580	21	306

Status of NFE Programmes

1. Name of the State : NAGALAND

2. Name and Address of the Director, SCERT/SIE/SRC : VIPRALHOU KESIEZIE

3. Whether NFE scheme has been implemented in the States : Yes/[✓ No]

   (a) If yes, mention the year of launching the scheme :

   (b) If not, the reason : School Education Department is looking after NFE in the State

4. The name and address of the nodal agency in the state for implementation of NFE programmes : [illegible]

5. If the answer of question No.-3 is yes, answer the following questions those follows : NA

6. Mention staff position : NA

No. of Posts sanctioned	Posts Filled	Posts Vacant
	NA	

7. How many of the existing faculty members are trained :

8. Indicate the area of training and the name of faculty undertaken training :

9. Mention the areas in which further training is needed :

N.B. Attach extra sheet, if necessary.

NON FORMAL EDUCATION -TRIPURA.

Under the Centrally Sponsored Scheme of Non-Formal-Education of the Govt. of India all the children of the age group of 6 - 14 years who have not been covered by the Formal system have to be covered. This is to be assigned to the NGOs identified by the State.

In our State following 8(eight) NGOs have been identified during 1987-90 for running 300 Non-Formal Centres.

Sl No.	Name of the NGOs.		No. of children enrolled in [illegible]
1.	Voluntary Health Association of Tripura.	-	1260
2.	Tripura Adbashi Mahila Samity.	-	1500
3.	Kalyan Ashram.	-	925
4.	Samaj Kalyan Samity.	-	
5.	Bharat Gyan Bigyan Samity.	-	625
6.	A.N.K. Science and Social Organisation.	-	650
7.	Open NSS Unit.	-	
8.	All India Council for Mass Education.	-	825

The Govt of India released necessary funds directly to NGOs except that of Sl No 4 & 7 above.

The SCERT has been assigned the responsibility to train the Instructors and Supervisers appointed by the NGOs for running the centres and to publish the text books for the centres.

The SCERT has so far trained 162 Instructors and 10 Supervisors.

Two books, one for training of Instructors and Supervisors and the other text book for children of class I & II (Bengali and Mathemetis combined together) have so far been published by the SCERT.

The Expenditure for training the Instructors Supervisors and publishing the text book is met out of the fund received by the NGOs from Govt. of India.

No separatefund is released to the State Govt. for implementation of the Scheme in the State.

Teaching - Learning Methodology - Language.

Importance of language cannot be debated. It is a basic tool of learning for a child. Language is a system of arbitrary vocal symbol by which members of society act and react. It distinguishes man from animal. Child's learning with regard to language at Primary Stage is significant not only for its own development but is also of basic importance to affect his/her learning in other subjects also. Unless a child acquires the four basic linguistic skills, he/she cannot get the underlying message or information from any piece of literature. Access to any information is possible through language. Home and Society plays a significant role in moulding a child to speak language. A child, if lives in the company of animals, he/she will start imitating/speaking language of animals.

It is expected that at the primary stage every child acquires the basic competencies or the MLLs (Minimum Level of Learning) laid down by NCERT under the chairmanship of Prof. R.H. Dave (1991) in 3 curricular areas that is language, mathematics and environmental studies. MLLs can be stated in terms of learning competencies expected to be mastered by every child by the end of a particular stage of Education. The term competencies implies "The use of Skills" acquired in a competent manner, that is effectively. Hence, at the Primary Level language or any other learning area should be taught in such a way that children must be able to use these 'skills' effectively and efficiently in any situation.

The competencies have been identified for each grade in 3 subjects. They have been classified into grade-wise. Each broad competency has been classified into sub competencies. However, all the competencies are inter-related. Competency cannot be taught in isolation. As speaking and listening are related; so is reading and writing. When a child speaks he listens. Similarly, when a child writes he reads. Competencies in the area of language have been classified into 9 broad heads. These attributes significantly in shaping the overall personality of a child. These are listening, speaking, reading, writing, comprehension of ideas (through listening and reading), functional grammar, self learning, language [illegible]

[illegible]

efficiently in day today life situations.

When the child enters the primary stage of education, he/she is usually, already mastered the basic structures related to listening and speaking in his/her mother tongue. He/she is able to use orally his/her mother tongue for his/her immediate day to day communication needs. Children usually have a vocabulary of about 1500 words of their mother tongue and it increases at a very fast speed at the primary stage. This should be taken advantage of in widening their mental horizon. In the first two years of primary stage (classes I and II) the child should be helped to acquire the basic skills in reading and writing in his/her mother tongue/regional language. Special attention should be paid to the improvement of pronunciation according to the standard usage in the mother tongue/regional language while reading loudly or speaking with correct modulation of voice. Similarly, the skill of good handwriting and correct spelling and right habit of silent reading with comprehension should also be acquired by the learner during this period. The programme of language teaching should also lead to the development of child's ability for creative self expression. The total vocabulary of the child by the end of the primary stage, should be 5000 words in his first language.

In view of this, the main objective of learning of language could be stated as the following :-

- Listening with understanding,
- Speak effectively in both informal and formal transactions,
- Read with comprehension and enjoy reading various kinds of instructional materials,
- Write neatly with logical sequence and creativity,
- Comprehend ideas through listening and reading,
- Use grammer functional in various context.

Besides these, the language should also aim at helping the child to develop appropriate reading interests and proper study habits. The child is also to be helped to acquire information from various types of content and learn to use it in his everyday life in a befitting manner.

The content of language possesses rich material for helping the child not only as a learner but also as a person, a citizen and a worker. Thus scope of Language [illegible]

[illegible]

[illegible] these objectives will largely depend on instructional strategies which the teacher may employ in the classroom.

Types of Content

The forms in which the content of language, as given in the textbooks, can be classified into two broad categories namely - Poetry and Prose. Prose can further be sub-divided into Essays, stories, letters, plays etc. The ideational content in a language book can be taken from various facets of life. It can be related to life of children, animal-life, plant-life, lives of great-men, important places in the country etc. The content as such is a means to develop language abilities and skills and also desirable personality traits. The content of language defies all attempts to classify it into categories.

Instructional Strategies:

A teaching-learning strategy is nothing but a pattern or style of creating educational environment for a child. It is, in fact, a combination of such planned activities as can be employed to realise objectives of teaching a language. When judged against this criteria, the following activities can be termed as strategies of teaching a language.

1. Conversation.
2. Role-playing and Dramatisation.
3. Descriptions of one's experiences and observations orally and in writing.
4. Story-telling.
5. Recitation.
6. Transcription and Dictation.

7. Developing simple short stories, essays, etc. on familiar topics, with the help of the outlines.

8. Creative Writing-Paragraph writing, letter writing and Essay writing.

9. Language Games.

10. Reading of textual and supplementary material.

11. Discussion on familiar topics.

12. Reading for developing creative thinking. (S LAY)

Subsidiary Strategies

13. Collection of materials - Poems, stories, pictures, Titbits, etc. for wall magazine, class-magazine and album etc.

14. Field Trips.

15. Assemblies, functions, celebrations.

ILLUSTRATIVE DESCRIPTION OF ONE STRATEGY

"Reading of Textual Material".

Purpose of the Strategy:

Teaching of Reading primarily aims at the development of language abilities like listening, speaking, reading and writing. With the help of the reading material, the teacher helps the child to learn and master different elements of language viz. pronunciation, vocabulary-building, formation of words, sentence construction, etc.

Teaching of Reading also aims at development of concepts, reasoning, imagination, critical thinking and creative thinking. Opportunities can be provided to the child to go beyond the reading material and think in novel ways.

Structure of the Strategy

STEPS	TEACHER-ACTIVITIES	PUPIL-ACTIVITIES
I.	Motivates the students by some suitable method (discussion, story-telling, charts etc.) and introduces the lesson.	Listens attentively and responds to the teacher.
II.	Introduces new-words by usage, word-meaning, concept building formation of words, black-board writing.	Pronounces the words, uses words in sentences. Answers questions put by the teacher.
III.	Gives model-reading with correct pronunciation, proper intonation, pause, stress, etc.	Listens attentively and reads according to the Model Reading loudly as well as silently.

IV. Exercises to develop language abilities and skills.	
i) Tests comprehension by various means and exercises.	Responds to Questions
ii) Assigns various writing exercises.	Writes these exercises under the teachers' guidance.
V. Exercises to develop creative-thinking	
- Guides the pupils to think creatively and to take part in various creative activities.	Thinks creatively and takes part in various creative activities.
	Reads similar stories
- May guide for comparative study	Prepares albums, charts, toys, models, etc.
- May ask what lesson they have learnt from the content.	Dramatisation of a part of a lesson.
- May ask them to make investigation on the basis of reading	Makes comparative study and holds discussions.
	Undertakes investigation.

May ask to discuss the central idea.

May ask to summarize the lesson.

MATERIALS NEEDED: Books, Charts, Pictures, Magazines, News-papers etc.

APPLICABILITY: The strategy is applicable for teaching all types of prose lessons, especially essays and stories.

Teaching of writing aims at development of imagination, critical thinking, self-expression, sequencing of thoughts and events. Motivation can be provided to the child by giving opportunity to write names of familiar birds, animals, fruits and vegetables from their sorrundings. To make sentences with new words learnt from lesson. The activities may be selected according to the maturity level of the child.

Example

Competency : Write short composition (Grade 5)

Steps	Teacher Activities	Pupil activities.
I.	Creates learning environment by any suitable method (discusses about the topic, how a composition is written, difference between composition and paragraph etc)	Listen attentively and responds to the teacher.
II	Discusses explaining that composition follows definite structure i.e. Introduction, Description and conclusion (writes on the black board)	Listens and writes in their note books.
III	Reads a compositions from book, responds to whatever is asked by the pupil.	Asks questions to the teacher. Reads silently one or two composition from book.
	Writes a few familiar topics on the black board. This may include - - 15th August - 26th January, - Any favourite game. - Journey by train/boat/bus/bullock cart. - Village fair - Visit to circus - Animals - Birds (any other)	Writes on any one topic under teacher's guidance.
IV	Evaluates by adopting digonistic approach. Explains remedial measures.	Rewrites making necessary corrections.

Teaching of writing aims, at development of imagination, critical thinking, self-expression, sequencing of thoughts and events. Motivation can be provided to the child by giving opportunity to write names of familiar birds, animals, fruits and vegetables from their sorrundings. To make sentences with new words learnt from lesson. The activities may be selected according to the maturity level of the child.

Example

Competency : Write short composition (Grade 5)

Steps	Teacher Activities	Pupil activities.
I.	Creates learning environment by any suitable method (discusses about ~~the topic~~, how a composition is written, differance between composition and paragraph etc)	Listen attentively and responds to the teacher.
II	Discusses explaining that composition follows definite structure i.e. Introduction, Description and conclusion (writes on the black board)	Listens and writes in their note books.
III	Reads a compositions from book; responds to whatever is asked by the pupil.	Asks questions to the teacher. Reads silently one or two composition from book.
	Writes a few familiar topics on the black board. This may enclude - - 15th August - 26th January - Any favourite game. - Journey by train/boat/bus/bullock cart. - Village fair - Visit to circus - Animals - Birds (any other)	Writes on any one topic under teacher's guidance.
IV	Evaluates by adopting digonistic approach. Explains remedial measures.	Rewrites making necessary corrections.

TASKS AND DIMENSIONS OF TRAINING OF NFE FUNCTIONARIES -ROLE OF SCERTs

SCERTs in general, have been envisaged as State Resource Centres for Non-Formal Education for implementation of the National Policy of Education. Therefore, it becomes obligatory for them to take up the task of providing resource support to the District Institutes of Education and Training (DIETs) for equipping their faculty. Most of the DIETs have been provided with a District Resource Unit (DRU), to cater to the needs of Non-Formal Education (NFE) and Adult Education. Some voluntary organisations have also DRUs to cater to the needs of the NFE at the district level. The faculty sanctioned for DRUs consist of five members, one Vice Principal or Senior Lecturer and four Lecturers - two for NFE and two for Adult Education. To equip them with necessary expertise in the areas of material production, training, action research, monitoring of NFE programme and evaluation of achievement of NFE children are the major functions of SCERTs.

In order to successfully take up this task, the SCERT faculty engaged with Non-Formal Education must make themselves familiarised with the roles and functions of the DRU faculty. In the guidelines of DIETs the following ten functions have been assigned to DRUs:

1. To assist educational authorities in planning and coordination of training programmes for NFE personnel throughout the district and to provide necessary support to such programmes organised outside the DIET.
2. To serve as the nodal branch for organising:-
   - (i) [illegible] education for NFE instructors, supervisors and project officers.
   - (ii) Orientation programmes for resource persons of the following kinds:-

(a) Those who would conduct programmes mentioned in (i) at other centres in the district (i.e. outside the DIET) e.g. personnel from NFE projects, NGOs, etc.

(b) Resource persons for the successful implementation of NFE programmes as a whole e.g. extension functionaries of Development Department, community leaders, retired teachers, ex-servicemen, NSS Volunteers, ICDS functionaries, other involved in Mass Programme of Functional Literacy MPFL) etc.

3. To provide instructional inputs into (i) core areas of the above programmes e.g. need philosophy, objectives, methodology, evaluation, problems, etc. in NFE and (ii) teaching of such individual subjects/areas as the staff may have necessary background in, especially, teaching of language, mathematics and environmental studies.

4. To evaluate and monitor the quality and efficacy of training programmes for NFE personnel held in and outside the DIET, and to strive for their continuous improvement.

5. To maintain a data-base on all NFE personnel who undergo training at the Institute, and to organise follow up activities pursuant to such training.

6. To undertake with the help of other concerned branches, the following activities vis-a-vis curriculum, basic and post-literacy teaching learning materials, preparation of low cost teaching aids and evaluation tools(blue print for unit testing, test items, unit tests, etc.) for NFE:

   (i) Adaptation of existing curricular units, teaching-learning materials etc. to suit local requirements.

   (ii) Development of new locally relevant items in widely spoken dialects of the district.

7. To undertake field interaction (including extension) work vis-a-vis the NFE projects and centres in the district, [illegible] to act as the referral unit for academic problems [illegible] by the [illegible] of NFE.

8. To help the District Board of Education (DBE) [illegible] authorities in organising media support for the NFE programme (including by harnessing traditional media).

9. To undertake action research in all areas relevant for making NFE more effective in collaboration with other [illegible] the extent necessary.

10. To provide NFE related inputs into all programmes of the Institute not listed above, especially pre-service and inservice education programmes for teachers.

The training function of the DRU is most prominent and is of utmost importance. Therefore, the faculty must equip itself with necessary expertise to discharge this function.

The NFE scheme envisaged a training of Instructors for a period of 30 days as an induction programme in the first year and 20 days in the subsequent year. These 50 days are to be broken into smaller spells. The NCERT has advocated three spells of 12 days, 10 days, and 8 days for the first year and two spells of 12 days and 8 days for the second year. States are, however, free to have their own bifurcation of the duration of the training programme according to their convenience.

The nature and characteristics of the NCERT package is methodology based. It emphasizes mainly the skills that the child is required to attain without going on actual textual content. Therefore, the second and third spells have to concentrate more on the actual content of the instructional material. It is also our experience that sizeable number of Instructors are deficient in the content. Therefore, the second and third spell of induction training has to concentrate on the enrichment of the content of the Instructors. This will mean that identification of the areas in which the Instructors are deficient must be made and the training is designed to meet this requirement. The content of the training would very according to the following. The stage of education with which the NFE is concerned is [illegible] upper primary or middle level.

The training implications of the SCERTs would be:

(a) Enabling the DRU faculty to identify the needs of the Instructors in terms of their content deficient areas.

(b) Enabling the DRU faculty to analyse the Instructional materials in terms of learning skills.

(c) Enabling the DRU faculty to devise ways and means of explaining the fundamentals by methods more than one, preferably demonstration and activity methods, so that the Instructors are in a position to clearly understand and apply the concepts in unfamiliar situations as well that they can make their children learn and understand them at mastery level.

(d) Develop a training package for the DRU faculty. For fulfilling the tasks, mentioned above, SCERTs may draw a calendar of training activities to be undertaken based on the requirement of the State.

SCERT also being a nodal agency in the State concerned [illegible] have to undertake the responsibility of improving the skills of other NFE functionaries such as Project Officers and other District levels workers. This training will have different [illegible] of content than the one that has been envisaged above for the [illegible] faculty. Training of the Project Officers and District [illegible] functionaries will mainly consist of the competencies the [illegible] Instructors and Supervisors is supposed to have, plus other responsibilities that those Officers are required to [illegible] order to develop such a programme, it may be useful to [illegible] the job chart of each of these categories of the functionaries. These jobs will have to be analysed into various skills required of them. Having identified these skills, [illegible] training content will have to be decided. This [illegible] by the SCERT itself. It can be finalised in a workshop [illegible] the educationists, educational administrators, [illegible] representative functionaries at these levels may [illegible] give it a final shape.

[illegible] of different dimensions:

(i) Training of the District Level NFE Functionaries.
(ii) Training of the Project Level NFE Functionaries.
(iii) Training of the DRU faculty.

Teaching Environmental Science in NFE Centre

It is a declared policy ,of Government of India to universalize elementary education for all children up to the age group of 14 year. To achieve this objective, NFE programme has emerged as one of the important alternative and innovative approach under over all educational programme

National Literacy Mission has taken up on ambitious programme to eradicate illiteracy from 9-35 age group, which has now entered into continuing education phase This programme has been linked with NFE programme The objective of NFE programme is to bring back dropouts and non-enrolled children in the age group of 6-14 years to the main stream of formal school could not be achieved The reasons are manifold, socio-economic and cultural

So it is necessitated to take up NFE programme in addition with the Total Literacy Campaign for those who could not attained formal school Child education centres for 5to9 age group children is also made operational by Rural Development Department, Calcutta

The main emphasis NFE programme is to achieve the MLL among the learner at primary stage within two years

Profile of NFE Learners :

(a) heterogeneous group of children of 6-14 years
(b) school dropouts and non-enrolled children
(c) engaged in un-organized economic sector to earn for their ;family
(d) helping mother in household activity, particularly girl child
(e) forced illiterates due to non availability of primary school in their area within one kilometer
(f) neoliterates of T L C programme in 9-14 age group of children

However, the children in NFE Centres are of varied experiences They are dynamic and self assertive To satisfy his curiosity and to develop dynamism in him, methods of teaching-learning must be flexible and attractive. The child must be provided with conducive environment for learning.

Time factor in NFE - To achieve MLL in formal primary school it takes four/five years & 4-5 hours daily. NFE system has time crunch

The learners are not available for more than 2-3 hours at the Centre. As per project plan primary centers of NFE is for two years of duration So strategies for teaching NFE learners are quite different from that of formal primary school system.

Three 'I's Intuition, Imagination, Inquisitiveness are main features of adolescent children However, NFE learners are likely to lost one or two 'I's due to lack of exposure and suitable environment

General guidelines on teaching of Environmental Science are suggested below·

1. Science is not to be taught separately. Group activity forms the basis of developing learning skills among NFE learners As the learners are from heterogeneous group

   Peer group teaching may be adopted as a viable strategy in teaching-learning process in NFE situation

2 - Science is very much within our environment
   - As Science is related to life so the teaching of science would be related to life situation and hence should be activity based
   - For NFE learners teaching methodology should be participatory in nature
   - Emphasis should be given on less talk much doing

3 As environmental science is a subject of process and product, it should be taught through problem solving, decision-making, creative curiosity and effective inquiry, which are fundamental features of Science The knowledge which the child acquires should not be through only memorization of facts but emphasis should be placed on understanding his/her immediate environment and its problem Hence the environment becomes a learning source for the child, from which the child relates scientific knowledge to real life He participates in learning activity through scientific method Simple scientific processes of observation, classification and communication can be developed through simple activities which do not

need any special equipment. Thus learning of both the processes and product of environmental science can be achieved

Application of these methods depends on effective use of low or no cost experiment

- Through experiment, different basic knowledge regarding properties of matter water, air etc may be developed.
- Separate book on science may not be indispensable for NFE learners at primary stage Science components needs to be incorporated in the primer
- Participation of learning according to their ability be guaranteed.
- As the learners are of different age groups their ability will be different It has to be taken into account

Evaluation:- Evaluation is very important part of NFE programme It is done to assess the progress made by the learners and different from Formal Education System Evaluation is both oral and written Evaluation should be continuous It should be made not only for three, 'Rs' but also for other attitudinal changes i e co-scholastic aspects

- Learner who achieves the prescribed MLLs in the area, he/she may be promoted to the next grade of education
- Objective of evaluation is not to be detained any learner, rather, aims should be at providing remedial teaching

MINIMUM LEVELS OF LEARNING AT PRIMARY STAGE

1. Language

Area: Listening

Competencies:

(1) Listens with understanding to simple, familiar and unfamiliar popular rhymes, poems, tales, songs, stories.

(2) Understands conversation, dialogues and discussions in familiar and unfamiliar situations.

(3) Understands oral requests, simple instructions, commands and questions in familiar situations.

(4) Listens with understanding to narrations, descriptions, word play and riddles.

(5) Listens with understanding to simple speeches in familiar situations.

(6) Listens with understanding to recitations, plays and debates (during a school function or competition).

(7) Understands oral instructions for playing games, carrying out simple activities.

(8) Understands series of oral instructions for performing an activity.

(9) Understands instructdons for performing a group activity.

Area: Speaking

(1) Repeats simple sentences correctly.

(2) Recites simple rhymes, poems and songs in a group with gestures and actions.

(3) Answers simple questions with yes/no answers.

(4) Pronouns all sounds of the language.

(5) Answers simple questions requiring full answers.

(6) Speaks with correct pronunciation.

(7) Narrates simple known stories with proper modulation and action.

(8) Describes familiar and unfamiliar things and objects.

(9) Speaks fluently without stopping unnaturally.
(10) Recites with proper delivery.
(11) Speaks on simple known themes.
(12) Describes situations and events.
(13) Asks simple and also more complex questions.
(14) Seeks information about familiar things.
(15) Takes part in simple classroom discussion$, plays, debates and makes formal announcements.

Area: Reading

Competencies:
(1) Recognises common, infrequent and conjunct letters of alphabet in combinations and singly.
(2) Reads large print and hand writing on blackbeards, flask cards, etc.
(3) Reads aloud simple known words (generally containing not more than three syllables).
(4) Reads large and small prints.
(5) Reads aloud rhymes, poems, songs and simple stories.
(6) Reads road signs, hoardings and simple notices (as on a notice board).
(7) Reads hand writing of other children.
(8) Reads simple story books and other children's books.
(9) Reads comic strips and posters.
(10) Reads hand-writing letters.
(11) Reads children's magzines.
(12) Reads simple figures, charts, maps.
(13) Reads print and hand writing freely.
(14) Reads news-papers and other printed matters.

Area: Writing

Competencies:
(1) Copies consonants, vowels, matras and conjunct letters.
(2) Writes (from dictation) consonants, vowels, matras and conjunct letters.
(3) Writes simple familiar words and simple sentences.
(4) Copies words and sentencies.
(5) Takes simple dictation of known words.
(6) Writes simple guided descriptive sentences.
(7) Takes distinctions of correct shape, sequence, spacing of letters and words.
(8) Takes dictation with unknown words.
(9) Writes simple guided composition.

(10) Writes neatly and legibly.

(11) Takes dictation with simple punctuation marks.

(12) Writes guided composition using paragraphs and punctuations.

(13) Writes with correct format, spaces, etc.

(14) Takes dictation with all punctuation marks.

(15) Writes short free composition including simple informal letters and dialogues.

Area: Comprehension of Ideas (through Listening and Reading)

Competencies: (1) Recalls simple information given in a short spoken test.

(2) After listening is able to answer questions of 'who', 'when' and 'where'.

(3) Recalls sequence of events in a short spoken or written text.

(4) After listening is able to answer questions of 'what' and 'how'.

(5) Locates main ideas in a spoken or written text.

(6) After listening or reading a text is able to answer questions of 'why'.

(7) Recognises simple cause and effect relationships between ideas and events in a spoken or written text.

(8) After listening or reading a text, is able to answer questions using 'because', 'since'.

(9) Makes inferences from the information given in a spoken or written text.

(10) After listening or reading a text, is able to answer questions using 'If....then', ' If not.... then'.

Area: Functional Grammar

Competencies: (1) Becomes aware of similarities between words on the basis of word ending.

(2) Becomes aware of similarities between words on the basis of word beginning, word ending and word roots (prefixes, suffixes and word stems).

(3) Becomes aware of meaning relationship between words.

(4) Understands simple functional rules of sentence construction.

(5) Understands simple function rules of parts of speech.

Area: Self-Learning

Competencies: (1) Is able to use simple picture glossary where available.

(2) Is able to use simple picture encyclopaedia where available.

(3) Is able to use children's illustrated dictionary where available.

(4) Is able to use junior dictionary where available.

(5) Is able to use junior encyclopaedia where available.

Area: Language Use

Competencies: (1) Understands and uses simple polite formulas.

(2) Speaks politely and is attentive while listening.

(3) Takes turn while speaking in a group.

(4) Learns about difference between formal and informal language.

(5) Uses appropriate language in formal and informal situations.

Area: Vocabulary Control

Competencies: (1) Is able to acquire reading comprehension vocabulary of approx. 2000 words.

(2) Is able to acquire reading comprehension vocabulary of approx. 3000 words.

(3) Is able to acquire reading comprehension vocabulary of approx. 4000 words.

(4) Is able to acquire reading comprehension vocabulary of approx. 5000 words.

2. Mathematics

Area: Numbers from 1 to 1,00,00,000

Competencies:

(1) Counts objects, pictures, etc in tens, hundreds, etc.

(2) Matches numerals with the number of objects.

(3) Writes numerals (numbers).

(4) Speaks numbers.

(5) Reads numbers.

(6) States the place values of digits in a numeral.

(7) Expresses relationships among Crore, lakh, thousand, hundred, ten and one.

(8) Writes numbers in expended form and vice versa.

(9) Compares numbers and arranges them in ascending or descending order.

(10) Identifies a number just before or just after a given number.

(11) Differentiates between ordinal number and its corresponding (cardinal) number.

(12) Forms greatest and least numbers from given digits.

(13) Reads and writes Roman numerals upto 39.

Area: Four Fundamental operations

Competencies:

(1) Adds two, three, four numbers upto 5-digits without and with carrying.

(2) Solves one-two step daily life problems on addition.

(3) Subtracts a number from another greater number upto 7-digits without and with borrowing.

(4) Fills in the blanks in statements like $\boxed{} + 4 = 7$ and $14 - \boxed{} = 8$

(5) Solves one - two step daily life problems on subtraction.

(6) Solves one - two step daily life problems involving both addition and subtraction.

(7) Explains multiplication as 'repeated-addition'.

(8) Multiplies a number upto 3-digits by a number upto 3-digits without and with regrouping with multiplication tables upto 10.

(9) Solves one - two step daily life problems on multiplication.

(10) Explains division as repeated subtraction.

(11) Fills in the blanks in statements like ☐ X 5=25
☐ ÷ 3 = 4, etc.

(12) Understands division as inverse of multiplication.

(13) Divides a number upto 4-digits by a number upto 2-digits.

(14) Solves one - two steps daily life problems on division.

(15) Solves one-two steps daily life problems involving both multiplication and division or any two of the four fundamental operations.

(16) Knows the meaning of average and finds the average height, score, rainful (in mm), marks, etc.

(17) Uses unitary method in solving simple daily life problems.

(18) Identifies the terms multiplier, multiplicand and product in multiplication and Dividend, Divisor, Quotient and Remainder in division.

Area: Factors and Multiples

Competencies: (1) Demonstrates understanding of the meaning of factor, multiple in connection with a number.

(2) Determines factors of a number upto 100.

(3) Determines multiples of a number upto 20.

(4) Demonstrates understanding of prime and composite numbers.

(5) Identifies prime numbers upto 100.

(6) Identifies even and odd numbers upto 100.

(7) Calculates Highest Common Factor (HCF) of two numbers each not exceeding 100.

(8) Calculates the Lowest Common Multiple (LCM) of two or three numbers each not exceeding 20.

(9) Solves very simple problems on HCF and LCM.

Area: Measures of Money, Length, Mass (Weight), Capacity, Area, Time.

Competencies: Money

(1) Recognises coins and currency notes of different denominations.

(2) Solves simple money problems using either addition or subtraction without and with conversions.

(3) Solves simple money problems with conversion using any two of the four fundamental operations.

(4) Applies unitary method to buying and selling problems.

(5) Solves simple money problems on profit and loss.

(6) Interprets and prepares simple bills given the rates and quantity upto 5 items.

(7) Solves mentally daily life problems involving paise in multiples of 5 and whole rupees where the sum does not exceed Rs.100/-.

(8) Solves simple problems involving simple interest.

Length

(9) Demonstrates use of non-standard units of length such as handspan, hand, foot, stick, etc. to measure lengths of objects in the immediate environment.

(10) Demonstrates understanding of relationship among kilometres, meters and centimetres (standard units).

(11) Converts kilometres to metres, metres to centimetres and vice versa.

(12) Uses four fundamental operations for standard units of length without and with conversion (multiplication and division restricted by single digit only)

(13) Measures line-segments and short distances in metres and centimetres.

(14) Estimates and compares lengths of objects and short distances not exceeding 5 metres in non-standard and standard units.

(15) Solves simple daily life problems relating to standard units of length involving upto two of the four fundamental operations with conversion.

(16) Solves simple 1-step daily life problems mentioned in (15) above mentally with no number exceeding 100, no conversion, carrying or borrowing or remainder.

Mass (Weight)

(17) Demonstrates use of non-standard units of mass such as stones, beads, etc. to weigh objects in immediate environment.

(18) Demonstrates understanding of relationship between kilograms and grams (standard units of mass).

(19) Identifies different block measures of mass - 50 g, 100g, 200g, 500g, 1 kg. and 2kg.

(20) Converts kilograms into grams and vice versa.

(21) Uses four fundamental operations for standard units of mass without and with conversion. (Multiplication and division restricted by single digit only).

(22) Solves simple 1-step daily life problems relating to standard units of mass involving upto two of the four fundamental operations with conversion.

(23) Solves simple 1-step daily life problems mentioned in (22) above mentally with no number exceeding 100, no conversion, carrying or borrowing or remainder.

Capacity

(24) Demonstrates use of non-standard units of capacity such as cup, tumbler, bottle, etc. to measure capacity.

(25) Demonstrates understanding of the relationship between standard units of capacity-litres and millilitres.

(26) Converts litres to millilitres and vice versa.

(27) Estimates and compares small units of capacity in terms of non-standard measures.

(28) Uses four fundamental operations for standard units of capacity (Multiplication and division restricted by single digit only) without and with conversion.

(29) Solves simple daily life problems involving upto 2 of the 4 operations relating to standard units of capacity with conversion.

(30) Solves simple 1-step daily life problems mentioned above in (29) mentally with no number exceeding 100, no conversion, carrying or borrowing or remainder.

Area

(31) Calculates surface areas of rectangular regions using non-standard units such as post-card, tiles, etc.

(32) Measures in non-standard and standard units the perimeters of rectangular, square or triangular, surfaces of objects.

(33) Estimates small units of areas in terms of non-standard square and rectangular objects.

(34) Estimates and compares (in non-standard and standard units) small units of areas in immediate environment such as match-box, brick, slate, note-book, floor of a room, play ground, etc.

(35) Applies the formula to calculate the areas of rectangular shapes in the immediate environment.

(36) Solves simple daily life problems relating to area and perimeter of a rectangle using the respective formulae.

Time

(37) Names days of the week and names of months in sequence.

(38) Demonstrates knowledge of the relationship of days to week, weeks to month and months to year.

(39) Reads clocks by intervals of complete hours, half hours, ¼ hours, 5 minutes.

(40) Reads clocks in hours and minutes.

(41) Interprets a calendar.

(42) Convers hours into minutes and vice versa.

(43) Adds hours and minutes without and with conversion.

(44) Calculates duration of an activity/event within and across a.m. and p.m.

(45) Solves simple daily life problems relating to time involving weeks, days, hours and minutes.

Area: **Fractions, Decimals and Percentages**

Competencies: **Fractions**

(1) Demonstrates understanding of a fraction as a part of region, concrete object, diagram, etc. (Paper folding activity for better understanding).

(2) Demonstrates understanding of proper fraction as a part of a region, denominator not exceeding 20.

(3) Demonstrates understanding of proper fractional number as a part of collection with denominator not exceeding 10 and collection upto 100. (e.g. 1/7 of 49)

(4) Demonstrates understanding of equivalent fractions of a given fraction (e.g. 1/2 = 2/4 = 4/8).

(5) Arranges simple proper fractions in ascending or descending order with denominator not exceeding 10

(6) Reduces simple fractions to lowest terms.

(7) Converts mixed numbers into improper fractions and vice versa.

(8) Reduces simple fractions to lowest terms.

(9) Uses four fundamental operations on fractions and mixed numbers with denominators upto 10 and the answer in its lowest terms.

(10) Mentally adds and subtracts some combinations of fractions occuring frequently in daily life problems (e.g. $\frac{1}{2} + \frac{1}{4} = \frac{3}{4}$).

(11) Solves daily life problems involving comparision, addition and subtraction of fractions and mixed numbers with denominators not exceeding 10.

Decimals

(12) Demonstrates understanding of a decimal by means of a diagram (a particular fraction having denominator as a power of ten).

(13) Converts fractions and mixed numbers to decimals and vice versa (upto 2 decimal places).

(14) Adds and subtracts decimals upto 3 decimal places.

(15) Expresses units of length, weight and capacity upto 3 decimal places.

(16) Multiplies and divides a decimal (upto 3 decimal places) by a single digit number; product and quotient not exceeding 3 decimal places.

(17) Solves daily-life problems involving length, weight, capacity, etc. involving comparison and use of four fundamental operations in decimals upto 3 decimal places.

Percentages

(18) Converts fractions and decimals into percentage and vice versa (answer-fractions in lowest terms).

(19) Finds required percentage of a given number or measure.

(20) Converts mentally frequently used percentages into fractions and vice-versa. (e.g. 50% = 1/2 ; 1/4 = 25%)

(21) Solves simple daily life problems involving application of percentage.

Area: Geometrical shapes and spatial Relationships

Competencies:

(1) Recognises and names the four basic shapes— circle, triangle, rectangle and square.

(2) Draws freehand circle, triangle, rectangle and square to demonstrate understanding of the basic properties of the four shapes.

(3) Recognises and classifies various solids in the environment (cuboid, cube, sphere, cone and cylinder) and also names them.

(4) Names objects in the environment which have only plane surfaces, only curved surfaces and which have both plane and curved surfaces.

(5) Draws plain shapes, e.g., square, rectangle, triangle and circle using objects which have straight or curved edges.

(6) States properties of triangle, rectangle and square.

(7) Measures and draws line-segments of given lingths with the help of a ruler.

(8) Draws triangle, rectangle and square with the help of a ruler.

(9) Recognises and classifies angle as right angle, acute angle and obtuse angle.

(10) Draws angles of different measures with the help of a protractor.

(11) Classifies triangles on the basis of angles and sides — isosceles, scalene, equilateral.

(12) Identifies shapes which are symmetrical and asymmeterical (not symmetrical).

(13) Draws a circle of a given radius by using campass and ruler.

(14) Demonstrates knowledge of various terms related to a circle and their relationships.

3. Environment Studies

Area: Awareness about one's well-being in the context of social & natural environment.

Competencies: Cleanliness

(1) Identifies the main parts of the body.
(2) Understands the importance of keeping them clean.
(3) Reconizes the need of clothes and seasonal variations in them.
(4) Practices personal cleanliness including toilet habits.
(5) Observes how animals and birds keep their bodies clean.

Food and Shelter

(6) Understands the need of food for health.
(7) Sees relationship between unclean food and water and diseases.
(8) Appreciates why the house is an essential need.
(9) Shares activties to keep the house and surroundings neat and tidy.
(10) Observes and compares various kinds of shelters including those of animals, birds and insects.

Rules of safety and orderly behaviour

(11) Appreciates the need for orderly behaviour in house, school and public places.
(12) Stays in queue and waits for his turn.
(13) Interprets important road symbols and observes rules of road.

Precautions against common accidents

(14) Identifies common situations leading to accident in his environment.
(15) Sees relationship between accidents and lack of precaution.
(16) Knows some basic measures to be taken following an accident.

Care against persons of bad habits & bad character

(17) Knows about common crimes in his locality e.g. theft, decoity, violence and trespass.
(18) Sees relationship between crimes and bad habits and bad behaviour e.g. alcoholism, bullying, lack of consideration for others, etc.
(19) Suggests possible safeguards as also measures to prevent crimes.

Area: **Important aspects of one's socio-civic environment and comprehension of their working.**

Comptencies: **Our family and neighbours**

(1) Identifies relationship of the different members of the family with himself and among themselves.

(2) Shows due courtesy to elders, peers in the family and among the relatives and neighbours.

Our neighbourhood (Locality)

(3) Identifies important public places such as the school, panchayatghar, etc. in the locality and knows their importance.

(4) Realizes the importance of going to the school and attends it regularly and in time.

Civic amenities that make our life confortable

(5) Enquires about the functions of such public institutions as hospital, police station, post office, panchayat/municipality, court and bank.

(6) Knows about the importance of some district level functionaries e.g. DM, SP, etc.

How we manage our local civic affairs

(7) Finds out how the panchayat/municipality is useful for us.

(8) Enquires how the panchayat/municipality is run.

(9) Explains why the panchayat/municipality are called local-self Government.

How are govern ourselves

(10) Understands broad relationship between the central, state and local-self governments.

(11) Describes simple facts about the union (central) and state level Governments.

(12) Interprets the use of terms like 'democracy' and 'union' for our country as unique features.

(13) Realizes the importance of the right to vote in a democracy.

Area: Knowing about various people at work and to appreciate the importance of the 'World of work'.

Competencies: Parents and other members of family at work.

(1) Observes various members of family at work in home.

(2) Knows about occupations of parents of family for earning levelhood.

(3) Shares information with peers about occupations of the parents.

Occupations in the neighbourhood

(4) Observes and lists occupations carried on in the locality.

(5) Finds out their usefulness.

(6) Appreciates the variety in occupations and its need.

(7) Realizes the importance of work in life.

Life and activities of some people at work: food producing

(8) Lists the occupations engaged in producing various articles of daily need.

(9) Identifies those who produce food stuffs, e.g. farmer, dairyman, fisherman and herdsman.

(10) Describes their main activities and their ways of life.

Manufacturing food producing articles

(11) Recognizes the importance of manufacturing articles.
(12) Identifies some occupations related to them.
(13) Gathers information about the activities and life of a few such workers (selected examples).
(14) Compares the work of a farmer with that of a craftsman.

Other important workers : Food producing

[illegible] importance of work of those engaged in transport and communication e.g. railways, construction of roads and bridge, working of radio, television, etc.
(16) Understands the importance of trade and commerce.
(17) Realizes the importance of the work of a soldier, policeman, teacher, etc. and compares their work with that of a farmer and a manufacturer.
(18) Appreciates the existence of incraasing large variety in occupations and interdependence among them.

Area: To understand and interpret the spatial and interactive relationships between man and his environment.

Competencies: Our locality (Village/Mohalla)

(1) Identifies some important local land features e.g. river, pond, ridge, etc.
(2) Recognizes some common animals, birds and insects.
(3) Estimates distance in the locality in terms of very near, near, far, beyond and before.

Our Neighbourhood

(4) Uses sunrise and sunset to find out directions.
(5) Relates the nature of weather with seasons and seasons with human activities, plants, birds, etc.
(6) Gathers information about various uses of land features of locality by man.
(7) Reads information from a given sketch map of the locality.
(8) Recognizes some common trees, birds, crops, etc. of the locality.

Our District

(9) Draws a sketch of the classroom and a freehand sketch map of school and locality or part of it.
(10) Identifies direction on a map/sketch map.
(11) Locates the district in the State and the state in India.
(12) Knows about important Physical Features, climate, vegetation, crops and industries of the district.
(13) Traces the map of the district and shows physical features important places and routes.
(14) Describes life of people of the district (a few selected examples)

Our State/UT and our country

(15) Knows the names and location of States and UTs of India.
(16) Locates his State/UT in reference to adjacent states and UTs international boundary, coast line, etc. (as applicable)
(17) Describes main physical features and climatic conditions of the State.
(18) Knows the distribution of main natural resources of the state and their importance for the country, if any.
(19) Understands distribution of main crops, important occupations and location of industries.
(20) Desribes the life of typical people in the State (a few selected examples).

(21) Knows importance and location of chief places and routes of the State.

(22) Undertakes necessary map-work using symbols for showing distribution

(23) Knows how to use an atlas.

Our country and the world

(24) Identifies major land and water masses, poles and equator on the globe.

(25) Locates India in Asia and with reference to Indian Ocean and neighbouring countries.

(26) Identifies distribution of main physical features on map and describes them.

(27) Describes main characteristics of Indian climates.

(28) Describes and locates important natural resources of India.

(29) Understands the distribution of main crops and location of main industries in India.

(30) Knows the importance and location of significant places and routes in India.

(31) Describes life of people in various important parts of India. (a few examples to be selected)

(32) Knows about important items of export and import of India alongwith chief land, sea and air-routes connecting India with neighbouring and other important countries of the world.

Area: Relationship between man's present and past and to hold the past in proper perspective.

Competencies: Local Festivals

(1) Knows simple facts about the traditions behind local fairs and festivals.

(2) Shares experience with peers about fairs visited and festivals celebrated.

National Festivals and other Celebrations

(3) Knows about the importance of the main festivals.

(4) Participates and understands the similarities and differences in celebrating national festivals and other celebrations.

(5) Knows about the national flag.

(6) Sings national anthem.

Our Early forefather

(7) Describes the life of the early man.

(8) Understands why his life was very different from ours.

(9) Understands the mode of his life and circumstances in which he lived.

(10) Knows simple facts about the life of people in some important parts of India, 5000 years ago.

Progress of man from early times to the present age

(11) Notices the gradual improvement of tools and techniques of man.

(12) Sees relationship between these developments and rise of civilization. (Selected examples from India)

(13) Appreciates the role of science and technology towards modern development.

(14) Knows important aspects of cultural life, e.g. music, art and sculpture and their importance for happiness of man. (Selected examples from India)

Struggle for freedom

(15) Knows how we lost freedom when the British began to rule over us from abroad (England) and how we won it back.

(16) Realizes that people in various parts of the country took part in the freedom struggle.

(17) Appreciates the part played by Gandhiji in freedom struggle along with others (some to be selected from the state concerned).

(18) Infers why freedom of the country is invaluable and needs to be protected at all costs by all of us.

Area: Common but simple and easily observable socio-economic situations and problems, their analysis and possible solutions at the level of child's experience.

Competencies: Small family, happy family (Small Family Norms)

(1) Observes the difficulties faced by large families living in small houses.

(2) Observes over-crowding in hospitals, trains, buses, etc. (as applicable)

(3) Compares the situation regarding over-crowding today with that of earlier days by talking to elders in the locality.

National Unity

(4) Appreciates the need of national unity for protecting our freedon and making progress.

(5) Understands how variety in recources environment and life of the people in our country enriches our unity.

(6) Knows important facts about Indian culture and contribution of different regions to its richness.
(7) Knows important facts about our national symbols and understands their significance.

Development in a fast changing world

(8) Knows about some fast developments in the world today, such as in transport, communication, medicine, etc. and the need of our country to keep pace with them.
(9) Realizes the need of peace, hard work and cooperation among all people and all regions for a quick development.
(10) Understands that fast increase in the population of our country is a serious obstacle in our development.
(11) Knows about population census taken every decade.
(12) Finds out increase in population according to each census since independence and understands its implications.

Area: Understanding of factors contributing to the preservation of good health.

Competencies: Functions and care of different parts of body

(1) Understands important functions of human body such as digestion, respiration blood circulation, etc.
(2) Knows how to take proper care of such parts of the body as eyes, hair and teeth.

Nutrition, pollution and cleanliness

(3) Classifies food stuffs according to nutritive functions and understands the need of balanced diet
(4) Knows how food and drinking water get contaminated.
(5) Conducts simple experiments to purify drinking water.
(6) Relates unhygienic conditions with the spread of diseases.

Prevention of diseases and keeping fitness

[illegible] diseases.
(8) Understands the usefulness of vaccination to prevent communicable diseases.
(9) Suggests ways of collecting and disposing of garbage.
(10) Applies simple first-aid skills.
(11) Reads thermometer to know body temperature.
(12) Participates in child-to-child programme to save life of adling infants, e.g. from diarrhoea.

Area: Developing skill in gathering and classifying information about living things from one's environment and drawing simple inferences.

Competencies: Living things: their charcateristics and classification

(1) Observes local surrounding and classifies things into (i) living and non-living (ii) natural and man-made.

(2) Understands similarities and differences between animals and plants.

(3) Identifies main parts of a plant.

(4) Classifies common plants on the basis of size, life-span and seasonality.

(5) Observes food habits of different animals and birds.

Living things: their usefulness to man

(6) Identifies some important ways of using plants and animals.

(7) Identifies some harmful insects and weeds.

(8) Examines the need of caring and protecting animals and plants, and describes simple ways of doing so.

(9) Names the national bird, animal and flower;

(10) Takes part in free plantation programmes of the locality and appreciates their importance.

Living things and environment

(11) Gives examples that animals and plants adopts themselves to environment.

(12) Visualizes present and possible future harmful effects from diminishing forest cover, soil erosion and pollution.

(13) Knows the present schemes (a few) to increase and improve forest cover, cleaning rivers, tanks and such others, e.g. the Ganga.

Area: Some common characteristics of non-living things

Competencies: Common materials and their properties

(1) Identifies common materials on the basis of some easily observable properties, e.g. colour, texture [illegible]

(2) Classifies given materials according to their properties.

Materials (matter) and their properties

(3) Knows the three states of matter- solid, liquid and gaseous.

(4) Observes the three states of matter in respect of water.

(5) Generalizes about inter-changeability of these stages.

Energy and Work

(6) Knows important sources of energy used in daily life.

(7) Understands how energy helps in doing a work.

Area: Observing simple phenomena on the earth and in the sky and drawing inferences.

Competencies: The earth and the sun, their relation and consequences.

(1) Describes the shape of the earth (evidence of photograph).

(2) Relates occurrence of day and night to the rotation of the earth.

(3) Observes differences in the duration of day-light over the year.

(4) Generalizes about the occurrences of seasons.

(5) Observes consequences of the occurrence of seasons (some instances)

Air in our life

(6) Explains the usefulness of air.

(7) Knows how air gets polluted.

Water in our life

(8) Describes different uses of water.

(9) Knows about different sources of water.

(10) Locates various sources of water in the locality.

(11) Finds out how water gets polluted.

The earth, sky and heavenly bodies

(12) Knows differences between sun, earth and moon (simple observable facts).

(13) Recognizes pole-star and Great-Bear (Saptrishi) and uses them for finding direction at night.

(14) Observes phases of the moon.

Weather phenomena

(15) Knows how air and weather are related (certain weather phenomena)

(16) Knows about different forms of water affecting weather, e.g. humidity, fog, cloud, hail and snow.

(17) Observes various weather phenomena and records them with pictographs.

Soils in our life

(18) Knows about usefulness of soils.

(19) Classifies soils of the locality according to size of its particles and fertility.

(20) Finds out how soil is kept fertile.

(21) Realizes the need of protecting soils from erosion.

Man, Science and Environment

(22) Appreciates the importance of science in our daily life.

(23) Describes some outstanding achievements of science (discoveries and inventions).

(24) Knows about dangers from the misuse of scientific knowledge, e.g. in war.

(25) Realizes the need of scientific ways of using environment and natural resources including conservation, e.g. soils, minerals, water and forests.

CHARACTERISTICS OF A GOOD QUESTION

A question is the basic unit of testing of all kinds. When it also becomes a scoring unit, it is sometimes referred to as an 'item' or 'test-item'. For the sake of convenience, we shall not make any distinction between a question and an item in the discussion that follows:

Question As a Means of Motivation in the Class-room Situation

It is not only in testing that questions are used. Their potentiality for instructional purposes has been recognised since long. They help the teacher at all stages of a lesson such as its introduction, development and review. Nothing could work as a better means of motivation in a class-room situation. The knowledge, that a student can answer his teacher's question correctly, motivates him for better learning. Thus, question can be used for stimulating and maintaining interest in a particular subject.

Questions Help in Maintaining Class-room Discipline

It has been rightly pointed out that discipline is a matter of being able to get attention when you want it. It is through questions that a teacher can get the attention of the class and thereby maintain class-room discipline.

Questions Help in Increasing Retentivity of the Subject Matter

Questions not only help in the development of subject matter and presentation of principles and process, but are also used in drills and reinforcement of concepts, thereby increasing the retentivity of the subject matter.

Questions Help in Evaluating Performace of Children

It is through questions that we can partly provide for individual differences. They become the basis of different types of pupil-evaluation like achievement testing and even self-appraisal by students. Diagnostic and remedial programmes in a subject, particularly mathematics, depend upon questions.

Thus, questions are very significant for any subject matter or discipline. The following aspects of a question are important.

(1) Validity

The concepts of validity and reliability are generally used for tests but may also be employed for questions since each question constitutes a test in itself.

A question is said to be valid if it serves the purpose for which it has been framed. To the extent, it fails to do what it purports to do, it loses its validity. A test-item will not be said to be valid if it is not related to the specified curriculum. In order that a question may be valid, it should have the following qualities.

(i) The question should be based on a predetermined objective. Every question tests some instructional objective. What we mean is that its framer must be sure of the objective that is being tested.

(ii) The item must be based on a specific content area. The framer must be sure that it measures the specified content more than any thing else. Sometimes a test-item set in one content area comes out to test quite a different content area.

(2) Reliability

A test item is said to be reliable if the answer to it gives the true achievement of the student. In other words, the resulting score must be free from chance errors. These chance errors generally occur because of the vagueness of the language or directions. The following steps can ensure high reliability of a test item.

(i) The item should admit of one and only one interpretation. If the task is not clear, it will lead to chance errors.

(ii) The scope of the answer should be made clear.

(iii) The directions to the question should be clear and unambiguous.

(iv) A well though-out marking scheme for the question should be available.

(3) Difficulty Level

Difficulty level is a very important characteristic of an item. It ultimately determines the distribution of scores given by the question paper as a whole. We generally call an item a difficult item if less than 30% of children are able to solve it correctly.

If 30% to 70% of the children are able to solve it correctly, it is termed as an average item, i.e. an item of average difficulty level. In case, more than 70% of the children can solve it correctly, it is called an easy item or an item of low difficulty level.

There are some intrinsic factors which contribute to the difficulty level of an item. Such factors are — the objective on which the item is based, the nature of content, teaching methodology, etc. All these should be taken into account while estimating the level of difficulty of a test-item.

The difficulty level should be controlled at the time of framing a test item and with the help of the experience of the teacher/examiner/author it must be estimated at that time so that the decision regarding the inclusion of the test-item in a particular test-paper/book is facilitated.

(4) Discriminating Power

Discriminating power of an item, although intimately related to the difficulty level, works more mysteriously. It is very difficult to estimate the discriminating powe or an item. While the difficulty level of an item determines, in parts, its ability to discriminate among students of different achievement levels, items of the same difficulty level do not always equally discriminate. This may happen because of certain defects in the questions like implausible distractors, inadvertent clues or involvement of some extraneous factors in testing situation.

The following steps, if taken, will ensure high discriminating power for the item.

(i) The distractors in case of multiple chice items must be plausible.

(ii) There must not exist any clues for obtaining correct answer for the item.

(iii) Ambigvities and technical inaccuracies must be avoided.

Form

There are different forms of a question. Each form is more suitable than others in certain situations. Therefore, for a particular situation, the question should be of appropriate form.

(6) Practical considerations

Besides the above mentioned aspects of a question, there are some other practical considerations which should be kept in mind while framing it. Some of the important considerations are:

(i) Economy

(ii) Facilities for printing

(iii) Convenience in administration

(iv) Ease of scoring.

DIFFERENT FORMS OF QUESTIONS

Various forms of questions are in vogue in testing. In a particular situation a particular form is more suitable than others. Depending upon the objective and content, one may select a particular form of question to test a particular learning outcome.

Our most commonly used tools of evaluation are written tests which generally contain two types of questions:

1. Free response questions
2. Fixed response questions.

In a free response question, an examinee formulates and organises his answer. The type of tests containing free response questions is very much in use in the prevailing system of board examinations. In a fixed response question the answer is fixed and definite. Fixed response questions are being used most commonly in selection tests due to objectivity in scoring. However, both typesof questions have considerable value when properly used. Many qualifying examinations are using tests containing a mixture of both free response and fixed response questions. Free response questions are usually of two types:-

(1) Essay type or long answer type.

(2) Short answer type.

Fixed response questions are also of two types:

(1) Very short answer type

(2) Objective type which includes items of multiple choice type, true-false type, completion type and matching type. Here we shall discuss these types of questions in details.

[illegible]

If in solving a question, a student is expected to take more than 4 steps, it is called an essay or long anwer type question. These questions require the students to select relevant facts, organise them and write answers in their own words. Essay type questions, if properly constructed, can measure the desired achievement of ability of the children scientifically.

Advantages of Essay Type Questions

(i) An essay type question is particularly appropriate for testing the achievement of objectives which involve the ability to organise information and communicate the information efficiently and effectively in the form of a written discussion. It is the only form which ensures validity in the measurement of creative thinking.

(ii) Essay type questions minimize the possibility of getting the right answers through guessing. In answering such a question an examinee operates without the aid of special clues as appears in choice items.

(iii) They are comparatively easy to prepare. Multiple choice items involve additional time consuming task in preparation of distractors.

(iv) They put an emphasis on the whole while in an objective test we deal with a series of isolated bits.

Limitations of Essay Type Questions

(i) The most recurrent criticism of essay type questions is the lack of objectivity in evaluating the answers. There are many studies to show that in scoring such questions there are both inter-examiner and intra-examiner variabilities.

(ii) As not many long-answer questions can be asked in a question paper, the sampling of students' achievement is small and spotty. The small sampling of content and objectives affects both the reliability and validity of testing.

(iii) Evaluation of answers of long-answer questions is comparatively more time-consuming and expensive.

Suggestions for Constructing Essay Type Questions

(i) They should be set to test only those instructional objectives, preferably in the higher mental abilities, which are not easily tested by other forms.

(ii) Questions should be framed in such a way that their meanings and scopes of answer are clear to the students.

(iii) Directional words like "What do you know about?" "Give an account of", "Write short notes on", etc. should be avoided as far as possible or should be clearly defined so as to avoid vagueness of answers.

(iv) A definite marking scheme must be kept in mind while drafting an eassay type question.

2. Short Answer Type Questions

A Question, in response to which a student is expected to take 3-4 steps in solution, is usually called a short answer (S.A.) type question. These types of questions are considered ideal for achievement testing since they take care of both content coverage and creative aspect of students. A short answer type question usually takes 3 to 6 minutes to be answered by a student.

Advantages of Short Answer Type Questions

(i) Short answer questions can be framed so as to permit highly objective scoring. Although some of the answers will have subjectivity about them but in any case it is not as well marked as in essay type questions.

(ii) They permit a wide sampling of content in a relatively short period of time. This advantage follows from the fact that each item is brief and the respondent does not have to write a long answer.

(iii) They are easy to construct— in any case much easier than the objective-type questions.

(iv) They provide a better measure of the capabilities of a student and in that way they may be said to be more valid than the objective type questions.

(v) They eliminate the possibility of guessing which is a serious draw-back with objective-type questions.

Limitations of Short Answer Type Questions

(i) The nature of answers in short answer type questions is such that only subject experts can mark the papers.

(ii) Scoring is not as completely objective as that of choice-type of items.

Suggestions for Constructing Short Answer Type Questions

(i) Questions should be worded in such a way that it calls for a definite short answer.

(ii) The directions to the questions must be explicit. Any kind of vagueness may lead to the question as a long answer question.

(iii) Questions should be framed in such a way that their meanings and scopes of answers are clear to students.

(iv) A definite marking scheme must be kept in mind.

We now discuss fixed response type questions.

3. Very Short Answer Type Questions

A question in response to which a student is expected to give answer in a word or phrase is called a very short answer (V.S.A.) type question. The solution to such questions usually containsone or two steps. A very short answer type question in mathematics generally carries 1 mark and the student is expected to take 1 to 3 minutes to answer it.

Most often very short answer type questions are "Fill in the blank" type questions and many times choices for the answers are given in brackets against each item. Sometimes, however, the choices are not given and the student is expected to supply the answer by recall. In such situations the answer to be supplied by the student must be unique. Example: The largest side of a right triangle is called.......(hyptotenuse, diagonal, altitude).

Advantagesof Very Short Answer Type Questions

(i) The greatest advantage of such type of questions is that content coverage is maximum.
(ii) Scoring is highly objective.
(iii) They are very easy to construct.

Limitations of Very Short Answer Type Questions

(i) Many times the nature of answers is such that only subject experts can mark the papers.
(ii) Scoring is not as completely objective as that of choice type of items.

Suggestions for Constructing Very Short Answer Type Questions

(i) In "Fill in the blank" type questions, [illegible] only key words. The omission of too many words may change the task into a general intelligence test or a puzzle.
(ii) When an answer is to be supplied by recall, it must be unique.
(iii) In case of choice answers being given, their number must not exceed 3.

Objective Type Questions

An objective type question is one in which alternative answers are given and the student is expected to indicate the correct answer by a tick (✓) mark or classification of a given statement as true or false is required or a matching between correspnding statements of two given sets of statements is to be done. First kind of objective type questions are called multiple choice type questions, the second kind as true-false type and the third kind as matching type.

Of these objective type questions, the multiple choice type questions are most favoured by testers. They consist a statement, called the stem, followed by 4 or 5 choices of alternative answers, one of which is correct and the others wrong. The wrong choices are called distractors.

Example: The point of intersection of the medians of a triangle is called

A. Ofthocentre
B. Centroid
C. Circumcentre
D. Incentre

True-false type questions form a special type of multiple choice type questions having only two choices. Alternatively, a multiple choice question may be regarded as a combination of a number of true-false items.

Example: State whether the following statement is true: "Each of the three angles of a triangle can have its measure less than 60°".

Although quite different in appearance, matching type test items are really a special form of multiple-choice items, as illustrated below, consists of several multiple choice questions, usually called premises and a list of alternative responses common to all the premises.

Some statements are given in column I and some items in column II. Match those in column I with those in column II in the manner (i)-A, (ii) -B, etc.

Column I	Column II
(i) A pair of numbers whose H.C.F. is 1.	A. Prime
(ii) A number which is divisible by 1 and the number itself	B. Composite
(iii) A number which is not divisible by 2.	C. Odd
	D. Even
	E. Coprime

Advantages of objective type questions

(i) They permit highly objective scoring. Once a key had been worked out in advance - and this is usually not a difficult problem - scoring becomes a routine matter. Even clerks unfamiliar with the subject matter can score the test uniformly.

(ii) Scoring is rapid and easy. This follows from the simple manner in which responses have been recored and from the fact that a predetermined key can be routinely applied

(iii) Content coverage is very large in a relatively short period of time. This follows from the fact that it does not take much time in answering a test item.

(iv) Score of an examinee is not affected by the speed of his handwriting and skill of expression.

(v) They lend themselves more rapidly to statistical analysis. Computers can be used affectively to draw various conclusion

Limitations of objective type questions

(i) The greatest draw-back in objective type question is that they are very difficult to construct. It is well known that the validity and reliability of a test can be drastically reduced by carelessness or ingnorance on the past of the examiner.

(ii) They permit the student to resort to guessing. Some times a stem might not be properly worded and might give undersirable clues.

(iii) A very important ability called creativity cannot be measured by them.

(iv) Because of the recognition factor involved, the level of competency measured is very low.

(v) They evoke wrong learning and teaching habits. Since the emphasis is an isolated facts, students will try to momorize isolated bits of information to the deteriments [illegible] ability is completely neglected.

(vi) Objective type questions, specially multiple choice questions require more space, thereby increasing the cost of printing.

(vii) They are amenable to the use of mal-practices more than other types of questions. Students can easily agree upon some code and communicate answers through signals.

Suggestions for Constructing objective Type Questions About Stem

(i) The stem may be in the form either of a direct question or of an incomplete statement. Pupils prefer the direct question because it defines a specific problem.

(ii) If the incomplete statement form of the stem is used it should be meaningful in itself and imply a direct question rather than merely lead into a collection of urelated true-false statements.

(iii) If the incomplete statement form of the stem is used grammatical consistency throughout the item must be maintained. In other words, the stem together with any alternative answer must be a complete sentence.

(iv) No part of the stem should occur after the alternative answers.

(v) State the lead (stem) in positibe terms, as a general rule. Negative statements tend to confuse the reader since most items usually ask for choice of the correct or best answer.

About Choices

(i) The distractors must be plausible so that the students, who do not know the correct answer, will tend to select them rather than the correct answer. The test maker can attain plausibility by making the distractors familiar, reasonable, natural and related to the same concept as the correct answer.

One method of securing plausible distractors is to use the introductory statement as a completion test and tabulate the incorrect responses of the pupils. The incorrect responses that are given more frequently provide suitable distractors.

(ii) The altbrnatives should be made similar. The length or precision of a statement of the alternatives should not vary systematically with their correctness. Otherwise [illegible] the correct ones or vice versa. Generally all the alternatives should be of the same length.

(iii) The alternatives should be written below the stem in a column, one below another. They should not be listed in a paragraph.

(iv) As far as possible five alternatives should be given. If it is difficult to construct five without introducing absurdities, four alternatives may be given. The choice "none of the above" should not be encouraged unless it has plausibility.

(v) Distractors must be such that they are not easily discarded by underachievers.

(vi) There must not be any clue to the correct answer either by words of the stem or by an alternative choice.

About Matching Type Questions

(i) We must be sure that the directions explain clearily the basis upon which the matching is to be done.

(ii) The premises and responses in a single matching item should be homogeneous, i.e. each list should include homogenuous content.

(iii) In general, relatively short lists of premises and responses should be used. Otherwise, it may be difficult to find lists of more than 5 or 6 premises or responses without losing their homogeneity.

(iv) The premises and responses should be arranged for maximum clarity and convenience of the students. Longer statements should be placed on the left as premises and responses should be arranged in a logical order if it exists.

(v) Equal number of premises and responses should not be used. There should be more responses than premises so that a student cannot obtain a correct answer merely by elimination.

About True-False Questions

(i) True-false items must be based on generalizations which are likely to be of use in a wide variety of situations.

(ii) Propositions or generalizations must be expressed in clear and simple language.

(iii) Complex statements which unnecessarily combine several ideas must be avoided.

(iv) False statements should not be created from true ones by inserting the word 'not'. It is always difficult and complex to judge the truth or falsity of such statements.

(v) Textbook phraseology should be avoided because sheer memory of textbook words and phrases can give a clue for the correct answer.

ORIENTATION PROGRAMME FOR KEY NFE FUNCTIONARIES OF SCERTs/ SIEs/ SRCs/ DRU in DIETs FROM EASTERN AND NORTH- EASTERN REGION.

VENUE : SCERT, WEST BENGAL, DAVID HARE TRAINING COLLEGE CAMPU
25/3, BALLYGUNGE CIRCULAR ROAD, CALCUTTA- 1

DATES : 21- 25 February, 2000.

LIST OF PARTICIPANTS.

1. Ms. Imlikokla Longchar
Lecturer
DIET (SCERT) Chachama
Kohima- 797 001 (Nagaland).

2. Shri Bijan Kumar Saha
Senior Lecturer
DIET Kokrajhar (Assam).
PIN : 783 370 - Ph : 03661-71334
P.O. - Kokrajhar.

3. Shri. Gambhir Nath
Senior Lecturer
DIET Kokrajhar
P.O. and Dist- Kokrajhar (Assam).
PIN : 783 370 Ph- 03661-71296

4. Shri L.K. Das
NFE Consultant
SCERT
Directorate of Non- Formal and Adult Education
Dispur - 781 006 (Assam).

5. Shri Rajiblochan Saikia
NFE Consultant
SCERT
Directorate of Non- Formal and Adult Education
Lakhiminagar
Guwahati- 781 006 (Assam). Ph- 0361-560529

6. Shri L. Bijoy Singh
NFE Consultant
Directorate of SCERT, Government of Manipur
D.M. College Campus
Imphal - 795 001 (Manipur). Ph. 0385-223459(O)
227110

7. Shri G. Senatombi Sharma
Project Officer, NFE
Directorate of SCERT, Manipur
D.M. College Campus Ph- 0385
Imphal- 795 001 (Manipur).

8. MS. [illegible] Sanita Devi
Lecturer
DIET, Imphal
D.M. College Campus
Imphal- 795 001 (Manipur).

9. MS Ng. Kaduri Devi
Lecturer
DIET Senapati
SENAPATI (Manipur).

10. MS Shashi Kala Gazamer
Lecturer
DIET Tathangchen
Gangtok (East Sikkim).

contd 2-

11. MS Surki Bhutia
Lecturer
DIET, Tathangchen
Gangtok (East Sikkim)

12. Shri Dewan Fazlur Rahman
Lecturer,
DIET, Dhubri
P.O. Golakganj
Assam. PIN: 783 334. Ph- (0) 03662-21088

13. Shri Dipak Kumar Talukdar
Lecturer
DIET, Dhubri-
P.O. Golakganj
Dhubri- PIN: 783 334 Ph- (0) 03662-21088

14. MS. J. Kharkongor, Lecturer Sel. Grade.
DERT Meghalaya, Nongrimmaw, Laitumkhrah
Shillong (Meghalaya)- 793 003.

15. MS. E. . Laloo, Lecturer (Selection Grade).
DERT, Meghalaya), Nongrimmaw, Laitumkhrah
Shillong (Meghalaya)- 793 003.

16. Dr. Nivedita Kundu
State Resource Centre for Adult Education
50, Beliaghat Road,
Calcutta- 700010.

17. Shri N. Ray
Senior Lecturer
SCERT, Agartala
Tripura- 799 005.

18. MS M.C. Thangi
Lecturer
DIET Mizoram
AIZWAL (Mizoram)- 796 001.

19. Shri Rualchhinga Hrahsel
Project Officer
SCERT, Mizoram
Aizawl (Mizoram)- 796 001.

20. Shri H. Lalzarliana
Lecturer
DIET Lunglei
Lunglei (K Mizoram).

/ RESOURCE PERSONS /

21. Ms. Prabha Srivastava
42-D MS Building
NIZAM Palace
234/4, A.J.C. Bose Road,
Calcutta- 700 020.

22. Shri [illegible] Bikas Hata
SCERT Nominee
Jhargram Dist- Midnapore.

~~23.~~ 5 Dr. Madhumita Chakraborty
University of Animal and Fishery Sciences
& SCERT, Nominee
Calcutta.

~~24.~~ 6 Shri Ishwar Chandra
Lecturer (Selection Grade)
DENFAS, NCERT Campus
Sri Aurobindo Marg
New Delhi , PIN 110016.
(Tel. Nos 011- 6863735 (O) 011- 5524178 (R))

~~25.~~ 7 Dr. Pushpa Mandal (Programme Coordinator).
Lecturer
DENFAS, NCERT Campus
Sri Aurobindo Marg
New Delhi PIN : 110016.
(Tel- Nos 011- 6863735 (O)- 011-68[illegible] (R))

26. Prof Md. Rafatullah (Hon. Programme Director).
Director,
SCERT, David Hare Training College Campus
25/3, Ballygunge Circular Road,
Calcutta- 700 019, Ph- 476-3114 (O) 476-3[illegible]2 (R)

Regional Orientation Programme for NFE Faculty of SCERTs/ SIEs/SRCs from Eastern and NE State

Duration : 21st February to 25th February, 2000

Venue : State Council of Educational Research and Training (David Hare Training College) 25/3, Ballygunge, Circular Road, Calcutta-700019, West Bengal.

PROGRAMME SCHEDULE

Date : 21.2.2000

0830 - 0930	Registeration
0930 - 1100	Inauguaral Session - Welcome : (Dr. Sukumar Das) - About the Programme (Dr. Pushpa Mandal) - Inaugural Speech (Director, SCERT, W.B.) - Vote of thanks
1130 - 1300	NFE and AS including highlights of Ninth Five - Year Plan (Prof. A.C. Banerjee)
1430 - 1900	Duties and responsibilities of NFE Faculty of SCERTs/SIEs/SRCs/DRUs - Presentation and Discussion. (Dr. P. Das Gupta)

Date : 22.2.2000

0830 - 0930	Presentation of the report of the work done ~~on 15.9.99~~ and its refinement
0930 - 1100	Content areas (MLLs) for Primary Stage in language and Mathematics (Resource Persons and Faculty)
1130 - 1300	Content areas (MLLs) for Primary Stage in EVS (Social Studies and Science) (Resource Persons and Faculty)
1430 - 1630	Teaching of language - objectives, methodology, actual teaching learning strategies and evaluation. (Dr. Pushpa Mandal)
1700 - 1900	Teaching of Mathematics - objectives, methodology, actual teaching-learning strategies and evaluation. (Sh. Ishwar Chandra)

Date : 23.2.2000

0830 - 0930	Presentation of the report of the work done ~~on 15.9.99~~ and its refinement
0930 - 1100	Teaching of Science - objectives, methodology [illegible] evaluation (Resource Person and Faculty)

contd...2

79

1130 - [redacted] - demonstration in Language cs at NFE Centre
(Sh. Ishwar Chandra & Dr Pushpa Mandal)

1430 - 1730 Visit to NFE Centre for teaching- demonstration in language and mathematics
(Resource Persons and Faculty)

1730 - 1900 Discussions on teaching -demonstrations

Date: 24.2.2000

0830 - 0930 Presentation of the report of the work done ~~on 17.2.99~~ and its refinement

0930 - 1130 - Teaching of Social Studies - objectives, methodology, actual teaching-learning strategies and evaluation
(Dr. P. Das Gupta and Faculty)

1200 - 1300 Planning for teaching-demonstration in Science and Social Studies at NFE Centre
(Resource Persons and Faculty)

1430 - 1730 Visit to NFE Centre for teaching -demonstration in Science and Social Studies
(Resource Persons and Faculty)

1730 - 1900 Discussion on teaching demonstrations

Date : 25.2.2000

0830 - 0930 Presentation of the report of the work done ~~on 18.2.99~~ and its refinement

0930 - 1100 Analysis of textual and other instructional materials in use - Presentation and subsequent group work (Dr. Pushpa Mandal & participants)

1130 - 1300 Preparation of teaching aids in various disciplines (Resource Persons and Faculty)

1430 - 1600 Preparation of text-free test-items in various disciplines (Sh. Ishwar Chandra and Faculty)

1600 - 1730 Valedictory session.

DLDI, NCERT
370.116 F23400
MAN (N R)